

First Grade ESL

Current Standard:

English Language Learners will develop the necessary listening, speaking, and reading skills for communication, word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print in order to be successful in the mainstream classroom.

Beginner:

Listening

- 1.L.1 Understand the purpose for listening, and demonstrates understanding of language functions (e.g., greetings, requests, offers of help, apologies).
- 1.L.2 Listen attentively to the speaker for specific information.
- 1.L.3 Listen attentively to the speaker for specific information and uses appropriate listening skills.
- 1.L.4 Recognize the difference between formal and informal language.
- 1.L.5 Understand and follows simple directions.
- 1.L.6 Understand oral language to make predictions about oral reading
- 1.L.7 Demonstrate understanding of everyday vocabulary, including singular and plural regular and irregular nouns and action verbs
- 1.L.8 Demonstrate understanding of comparative and superlative adjectives, both regular and irregular
- 1.L.9 Demonstrate understanding of spatial prepositions
- 1.L.10 Recognize simple statements (SVO, SV, past, present, or future) made of words that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle, or who rode a bike yesterday or who will ride a bike tomorrow)
- 1.L.11 Identify the main idea of a narrative.

Speaking

- 1.S.1 Demonstrate correct behavior for conversation.
- 1.S.2 Uses oral language to communicate effectively in age appropriate situations.
- 1.S.3 Expand oral language by identifying and using basic nouns appropriately for grade level in vocabulary instruction and experiences

- 1.S.4 Speak appropriately in grade level conversations.
- 1.S.5 Give grade appropriate personal information.
- 1.S.6 Use past tense regular verbs with -ed endings appropriately with simple subjects.
- 1.S.7 Use the correct form of common grade level auxiliary verbs.
- 1.S.8 Use grade level vocabulary appropriately.
- 1.S.9 Use correct intonation when asking questions and in conversation.
- 1.S.10 Read grade- level material orally with accuracy and confidence using appropriate pacing, intonation, and expression.
- 1.S.11 Identify and use grade-level contractions.
- 1.S.12 Use spatial prepositions to give the positions of objects.
- 1.S.13 Student is able to tell a story using pictures.
- 1.S.14 Communicate personal preferences and opinions and gives reasons to support them.
- 1.S.15 Explain basic steps involved in completing a short grade-appropriate activity

Reading

- 1.R.1 Identify parts of books (e.g., the front cover, back cover, title page, author of a book or reading selection and illustrator).
- 1.R.2 Identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line; Identify letters, printed words, and printed sentences
- 1.R.3 Recognize and name all uppercase and lowercase letters of the alphabet.
- 1.R.4 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- 1.R.5 Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
- 1.R.6 Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh), vowel digraphs (ea, oa, oo) and diphthongs (oi, ow).
- 1.R.7 Orally blend words that have three or more phonemes from grade-appropriate vocabulary words

1.R.8 Orally segment single-syllable words

1.R.9 Identify pairs of single-syllable words that rhyme,

1.R.10 Identify high-frequency sight words

1.R.11 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words from grade-appropriate vocabulary words (e.g., sound out: for, far, fir, fur, her).

1.R.12 Sound out and blend words that have three or more phonemes

1.R.13 Sound out and blend three- and four-phoneme "nonsense" words, analogous to real words from grade-appropriate vocabulary words (e.g., given the written non-word "stom," students say the sounds in order and blend them to speak /stöm/).

1.R.14 Read aloud short sentences made up of words from the Sight Words List and regular words from grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.")

1.R.15 Read aloud short sentences that are statements, questions, and exclamations, made up of sight words, and grade-appropriate vocabulary words with natural intonation (e.g., rising pitch at ends of questions).

1.R.16 Read aloud short passages made up of words from the sight words and grade-appropriate vocabulary words and regular words, at a rate of 100 words per minute, with no errors.

1.R.7 Identify antonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).

1.R.18 Identify synonyms of grade-level words

1.R.19 Show knowledge that common prefixes such as "un-", "non-" and "dis-" are added to specific adjectives to change them to their opposites (e.g., happy – unhappy; agree – disagree; sense – nonsense).

1.R.20 Show knowledge of the relationships between adjectives and related adverb forms that end in "-ly" (e.g., careless – carelessly; polite – politely; angry – angrily; correct – correctly).

1.R.21 Determine the meaning of familiar vocabulary words that have multiple meanings (e.g., run a race, run for office).

1.R.22 Determine the correct use of homographs and homophones using context clues (e.g., "Turn right, not left," "Did you get the right answer?").

1.R.23 Determine the meaning of above-grade level vocabulary that is unfamiliar and/or demanding by using context clues (e.g., explicit definition of terms, paraphrase, synonyms, and repetition of key ideas).

1.R.24 Determine the answer to a literal question regarding the meaning of a passage written with words from the sight word lists and grade-appropriate vocabulary words

Writing

1.W.1 Write dictated letters in upper- and lower-case.

1.W.2 Write a letter that usually is used to represent a sound (e.g. “M”, “T” “D”,

1.W.3 Write dictated words and simple sentences.

1.W.4 Write the correct form of appropriate regular verbs

1.W.5 Write the correct form of appropriate irregular verbs.

1.W.6 Write the correct form of common verb/preposition phrases, i.e. care about, going on, talk about, wait for, come from, look at,

1.W.7 Write the correct form of irregular count plurals (e.g., child/children).

1.W.8 Write indefinite articles “a” and “an” correctly with count nouns

1.W.9 Write the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.

1.W.10 Write demonstrative pronouns appropriately (e.g., “These are apples”).

1.W.11 Write interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).

1.W.12 Write common regular and irregular comparative and superlative forms of adjectives (e.g., big, bigger, biggest, strong, stronger, strongest)

1.W.13 Write possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”, our, ours)

1.W.14 Write high-frequency words that are phonemically regular or that have common orthographic patterns (e.g., phonemically regular: sounds /mm/ /ă/ /nn/ spelled m-a-n

1.W.15 Spell high-frequency words that are largely irregular,

1.W.16 Spell common contractions (i.e. I’ll, can’t, don’t, won’t)

- 1.W.17 Spell words that involve these rules for conjoining morphemes: Dropping a final “e” and adding –s or –es
- 1.W.18 Use periods at the ends of sentences.
- 1.W.19 Use question marks at the ends of questions.
- 1.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- 1.W.21 Use commas after introductory “yes” or “no.”
- 1.W.22 Capitalize the first word in a sentence.
- 1.W.23 Capitalize first and last names.
- 1.W.24 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
- 1.W.25 Capitalize days of the week and months of the year.
- 1.W.26 Capitalize names of familiar books.
- 1.W.27 Capitalize all salutations and closings.
- 1.W.28 Capitalize street names.
- 1.W.29 Edit mechanical writing errors based on grade appropriate rules and features of grammar
- 1.W.30 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
- 1.W.31 Write a brief descriptive paragraph with a topic sentence and one or two supporting details.

Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Listening Accomplishments

- 1.L.1 Understand the purpose for listening, and demonstrates understanding of language functions (e.g., greetings, requests, offers of help, apologies).
- a. Understand the use of basic survival English (e.g., how to get to the bathroom, to get in line, to go to lunch, to go to recess)

- 1.L.2 Listen attentively to the speaker for specific information.
 - a. Understand greetings and conversational closings (e.g., Good-bye)
- 1.L.3 Listen attentively to the speaker for specific information and uses appropriate listening skills.
 - a. Use appropriate eye contact, face the speaker, listen attentively and pay attention to the speaker, and does not interrupt speaker
- 1.L.4 Recognize the difference between formal and informal language.
 - a. Recognize the correct way to address teachers and other adults in the school
- 1.L.5 Understand and follows simple directions.
 - a. Understand basic classroom directions (e.g., come here, sit down, open your book).
- 1.L.6 Understand oral language to make predictions about oral reading
 - a. Use visuals such as illustrations to aid in the understanding of oral reading
- 1.L.7 Demonstrate understanding of everyday vocabulary, including singular and plural regular and irregular nouns and action verbs
 - a. Begins to demonstrate knowledge of everyday vocabulary, including difference between singular and plural nouns, i.e. cat, cats; dog, dogs, school, schools,
- 1.L.8 Demonstrate understanding of comparative and superlative adjectives, both regular and irregular
 - a. Be introduced to concept of comparative and superlative adjectives, i.e. small, smaller
- 1.L.9 Demonstrate understanding of spatial prepositions
 - a. Introduced to spatial prepositions, on, in, under,
- 1.L.10 Recognize simple statements (SVO, SV, past, present, or future) made of words that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle, or who rode a bike yesterday or who will ride a bike tomorrow
 - a. Recognize simple statements (SVO, SV, made of words that are accurate descriptions of pictures i.e. Point to the girl
- 1.L.11 Identify the main idea of a narrative.
 - a. Skill is negligible or nonexistent

Speaking Accomplishments

- 1.S.1 Demonstrate correct behavior for conversation.
 - a. Begin to use appropriate eye contact, listen attentively and pay attention to the speaker, does not interrupt speaker,
- 1.S.2 Uses oral language to communicate effectively in age appropriate situations.
 - a. Communicates using one word to indicate needs and wants

1.S.3 Expand oral language by identifying and using basic nouns appropriately for grade level in vocabulary instruction and experiences

- a. Builds receptive vocabulary through daily calendar activities, realia and music.
- b. Begins to imitate words without understanding their meaning.

1.S.4 Speak appropriately in grade level conversations.

- a. Builds receptive vocabulary through daily calendar activities and music.
- b. Begins to imitate words without understanding their meaning.

1.S.5 Give grade appropriate personal information.

- a. Begins to state name, age, and teacher's name when prompted in English

1.S.6 Use past tense regular verbs with –ed endings appropriately with simple subjects. a. Is exposed to the present and past –ed endings of regular verbs with simple subjects.

1.S.7 Use the correct form of common grade level auxiliary verbs.

- a. Skill is negligible or nonexistent.
- b. Builds receptive vocabulary through daily calendar activities and music.
- c. Begins to imitate words without understanding their meaning.

1.S.8 Use grade level vocabulary appropriately.

- a. Skill is negligible or nonexistent.
- b. Builds receptive vocabulary through daily calendar activities and music.
- c. Begins to imitate words without understanding their meaning.

1.S.9 Use correct intonation when asking questions and in conversation.

- a. Repeat words used in asking yes/no questions and simple conversations.

1.S.10 Read grade- level material orally with accuracy and confidence using appropriate pacing, intonation, and expression.

- a. Recognize that groups of words make sentences and provide information.
- b. Knows to read left to right and top to bottom.
- c. Track print when being read to aloud.
- d. Recognize that words begin and end with sounds.
- e. Blend sounds to form one-syllable words

1.S.11 Identify and use grade-level contractions.

- a. Skill is negligible or nonexistent.
- b. Builds receptive vocabulary through daily calendar activities and music.
- c. Begins to imitate words without understanding their meaning.

1.S.12 Use spatial prepositions to give the positions of objects.

- a. Skill is negligible or nonexistent.
- b. Builds receptive vocabulary through daily calendar activities and music.

- c. Begins to imitate words without understanding their meaning.
- 1.S.13 Student is able to tell a story using pictures.
 - a. Skill is negligible or nonexistent.
 - b. Builds receptive vocabulary through daily calendar activities and music.
 - c. Begins to imitate words without understanding their meaning.
 - d. Begin to point to and identify simple nouns in pictures
- 1.S.14 Communicate personal preferences and opinions and gives reasons to support them.
 - a. Skill is negligible or nonexistent.
 - b. Builds receptive vocabulary through daily calendar activities and music.
 - c. Begins to imitate words without understanding their meaning.
 - d. Begin to point to personal preferences using pictures
- 1.S.15 Explain basic steps involved in completing a short grade-appropriate activity a.
Skill is negligible or nonexistent.
 - b. Builds receptive vocabulary through daily calendar activities and music.
 - c. Begins to imitate words without understanding their meaning.
 - d. Begin sort basic steps involved in completing a short grade appropriate activity using pictures

Reading Accomplishments

- 1.R.1 Identify parts of books (e.g., the front cover, back cover, title page, author of a book or reading selection and illustrator).
 - a. Identify components of books (e.g., the front cover, back cover,).
- 1.R.2 Identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line; Identify letters, printed words, and printed sentences
 - a. Identify the direction to move within a word and across the lines of a text
 - b. Identify the direction to move within a word
- 1.R.3 Recognize and name all uppercase and lowercase letters of the alphabet.
 - a. Begin to recognize and name all uppercase and lowercase letters of the alphabet.
- 1.R.4 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
 - a. Skill is negligible or nonexistent.
 - b. Begins to build concept through direct teacher instruction and modeling.
 - c. Expands exposure to various types of print, following teacher lead.
- 1.R.5 Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
 - a. Skill is negligible or nonexistent.
 - b. Begins to build concept through direct teacher instruction and modeling.

- c. Expands exposure to various types of print, following teacher lead.
- 1.R.6 Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh), vowel digraphs (ea, oa, oo) and diphthongs (oi, ow).
- a. Skill is negligible or nonexistent.
 - b. Begins to build concept through direct teacher instruction and modeling.
 - c. Expands exposure to various types of print, following teacher lead.
- 1.R.7 Orally blend words that have three or more phonemes from grade-appropriate vocabulary words
- a. Skill is negligible or nonexistent.
 - b. Begins to build concept through direct teacher instruction and modeling.
 - c. Expands exposure to various types of print, following teacher lead.
- 1.R.8 Orally segment single-syllable words
- a. Skill is negligible or nonexistent.
 - b. Begins to build concept through direct teacher instruction and modeling.
 - c. Expands exposure to various types of print, following teacher lead.
- 1.R.9 Identify pairs of single-syllable words that rhyme
- a. Skill is negligible or nonexistent.
 - b. Begins to build concept through direct teacher instruction and modeling.
 - c. Expands exposure to various types of print, following teacher lead.
- 1.R.10 Identify high-frequency sight words
- a. Skill is negligible or nonexistent.
 - b. Begins to build concept through direct teacher instruction and modeling.
 - c. Expands exposure to various types of print, following teacher lead.
- 1.R.11 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words from grade-appropriate vocabulary words (e.g., sound out: for, far, fir, fur, her).
- a. Skill is negligible or nonexistent.
 - b. Begins to build concept through direct teacher instruction and modeling.
 - c. Expands exposure to various types of print, following teacher lead.
- 1.R.12 Sound out and blend words that have three or more phonemes
- a. Skill is negligible or nonexistent.
 - b. Begins to build concept through direct teacher instruction and modeling.
 - c. Expands exposure to various types of print, following teacher lead.
- 1.R.13 Sound out and blend three- and four-phoneme “nonsense” words, analogous to real words from grade-appropriate vocabulary words (e.g., given the written non-word “stom,” students say the sounds in order and blend them to speak /stōm/).
- a. Skill is negligible or nonexistent.
 - b. Begins to build concept through direct teacher instruction and modeling.
 - c. Expands exposure to various types of print, following teacher lead.

1.R.14 Read aloud short sentences made up of words from the Sight Words List and regular words from grade-appropriate vocabulary words (e.g., read aloud, “The girl is sitting on a short chair.”)

- a. Skill is negligible or nonexistent.
- b. Begins to build concept through direct teacher instruction and modeling.
- c. Expands exposure to various types of print, following teacher lead.

1.R.15 Read aloud short sentences that are statements, questions, and exclamations, made up of sight words, and grade-appropriate vocabulary words with natural intonation (e.g., rising pitch at ends of questions).

- a. Skill is negligible or nonexistent.
- b. Begins to build concept through direct teacher instruction and modeling.
- c. Expands exposure to various types of print, following teacher lead.

1.R.16 Read aloud short passages made up of words from the sight words and grade-appropriate vocabulary words and regular words, at a rate of 100 words per minute, with no errors.

- a. Skill is negligible or nonexistent.
- b. Begins to build concept through direct teacher instruction and modeling.
- c. Expands exposure to various types of print, following teacher lead.

1.R.17 Identify antonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).

- a. Skill is negligible or nonexistent.
- b. Begins to build concept through direct teacher instruction and modeling.
- c. Expands exposure to various types of print, following teacher lead.

1.R.18 Identify synonyms of grade-level words

- a. Skill is negligible or nonexistent.
- b. Begins to build concept through direct teacher instruction and modeling.
- c. Expands exposure to various types of print, following teacher lead.

1.R.19 Show knowledge that common prefixes such as “un-”, “non-“ and “dis-“ are added to specific adjectives to change them to their opposites (e.g., happy – unhappy; agree – disagree; sense – nonsense).

- a. Skill is negligible or nonexistent.
- b. Begins to build concept through direct teacher instruction and modeling.
- c. Expands exposure to various types of print, following teacher lead.

1.R.20 Show knowledge of the relationships between adjectives and related adverb forms that end in “-ly” (e.g., careless – carelessly; polite – politely; angry – angrily; correct – correctly).

- a. Skill is negligible or nonexistent.
- b. Begins to build concept through direct teacher instruction and modeling.
- c. Expands exposure to various types of print, following teacher lead.

1.R.21 Determine the meaning of familiar vocabulary words that have multiple meanings (e.g., run a race, run for office).

- a. Skill is negligible or nonexistent.
- b. Begins to build concept through direct teacher instruction and modeling.
- c. Expands exposure to various types of print, following teacher lead.

1.R.22 Determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).

- a. Skill is negligible or nonexistent.
- b. Begins to build concept through direct teacher instruction and modeling.
- c. Expands exposure to various types of print, following teacher lead.

1.R.23 Determine the meaning of above-grade level vocabulary that is unfamiliar and/or demanding by using context clues (e.g., explicit definition of terms, paraphrase, synonyms, and repetition of key ideas).

- a. Skill is negligible or nonexistent.
- b. Begins to build concept through direct teacher instruction and modeling.
- c. Expands exposure to various types of print, following teacher lead.

1.R.24 Determine the answer to a literal question regarding the meaning of a passage written with words from the sight word lists and grade-appropriate vocabulary words

- a. Skill is negligible or nonexistent.
- b. Begins to build concept through direct teacher instruction and modeling.
- c. Expands exposure to various types of print, following teacher lead.

Writing Accomplishments

1.W.1 Write dictated letters in upper- and lower-case.

- a. Learn names and sounds of the letters of the alphabet and begin to write dictated letters in upper- and lower-case.

1.W.2 Write a letter that usually is used to represent a sound (e.g. “M”, “T” “D” ,

- a. Write top to bottom, left to right when copying.
- b. Write own name using capital and lowercase letters.
- c. Begin to use invented spelling to write familiar words

1.W.3 Write dictated words and simple sentences.

- a. Skill is negligible or nonexistent.
- b. Progresses according to exposure in class, prior experience with writing materials, and small muscle development.

1.W.4 Write the correct form of appropriate regular verbs

- a. Skill at beginning of year is negligible or nonexistent.
- b. Progresses according to exposure in class, prior experience with writing materials, and small muscle development.

1.W.5 Write the correct form of appropriate irregular verbs.

- a. Skill at beginning of year is negligible or nonexistent.
 - b. Progresses according to exposure in class, prior experience with writing materials
- 1.W.6 Write the correct form of common verb/preposition phrases, i.e. care about, going on, talk about, wait for, come from, look at,
 - a. Skill at beginning of year is negligible or nonexistent.
 - b. Progresses according to exposure in class, prior experience with writing materials
- 1.W.7 Write the correct form of irregular count plurals (e.g., child/children).
 - a. Skill at beginning of year is negligible or nonexistent.
 - b. Progresses according to exposure in class, prior experience with writing materials
- 1.W.8 Write indefinite articles “a” and “an” correctly with count nouns
 - a. Skill at beginning of year is negligible or nonexistent.
 - b. Progresses according to exposure in class, prior experience with writing materials.
- 1.W.9 Write the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
 - a. Skill at beginning of year is negligible or nonexistent.
 - b. Progresses according to exposure in class, prior experience with writing materials, and small muscle development.
- 1.W.10 Write demonstrative pronouns appropriately (e.g., “These are apples”).
 - a. Skill at beginning of year is negligible or nonexistent.
 - b. Progresses according to exposure in class, prior experience with writing materials
- 1.W.11 Write interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
 - a. Skill at beginning of year is negligible or nonexistent.
 - b. Progresses according to exposure in class, prior experience with writing materials
- 1.W.12 Write common regular and irregular comparative and superlative forms of adjectives (e.g., big, bigger, biggest, strong, stronger, strongest)
 - a. Skill at beginning of year is negligible or nonexistent.
 - b. Progresses according to exposure in class, prior experience with writing materials
- 1.W.13 Write possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”, our, ours)
 - a. Skill at beginning of year is negligible or nonexistent.
 - b. Progresses according to exposure in class, prior experience with writing materials
- 1.W.14 Write high-frequency words that are phonemically regular or that have common orthographic patterns (e.g., phonemically regular: sounds /mm/ /ã/ /nn/ spelled m-a-n a. Skill at beginning of year is negligible or nonexistent.
 - b. Progresses according to exposure in class, prior experience with writing materials

- 1.W.15 Spell high-frequency words that are largely irregular
- a. Skill at beginning of year is negligible or nonexistent.
 - b. Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.16 Spell common contractions (i.e. I'll, can't, don't, won't)
- a. Skill at beginning of year is negligible or nonexistent.
 - b. Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.17 Spell words that involve these rules for conjoining morphemes: Dropping a final "e" and adding -s or -es
- a. Skill at beginning of year is negligible or nonexistent.
 - b. Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.18 Use periods at the ends of sentences.
- a. Skill at beginning of year is negligible or nonexistent.
 - b. Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.19 Use question marks at the ends of questions.
- a. Skill at beginning of year is negligible or nonexistent.
 - b. Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- a. Skill at beginning of year is negligible or nonexistent.
 - b. Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.21 Use commas after introductory "yes" or "no."
- a. Skill at beginning of year is negligible or nonexistent.
 - b. Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.22 Capitalize the first word in a sentence.
- a. Skill at beginning of year is negligible or nonexistent.
 - b. Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.23 Capitalize first and last names.
- a. Skill at beginning of year is negligible or nonexistent.
 - b. Progresses according to exposure in class to literature and writing materials, prior experiences

- 1.W.24 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa). a. Skill at beginning of year is negligible or nonexistent.
b. Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.25 Capitalize days of the week and months of the year.
a. Skill at beginning of year is negligible or nonexistent.
b. Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.26 Capitalize names of familiar books.
a. Skill at beginning of year is negligible or nonexistent.
b. Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.27 Capitalize all salutations and closings.
a. Skill at beginning of year is negligible or nonexistent.
b. Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.28 Capitalize street names.
a. Skill at beginning of year is negligible or nonexistent.
b. Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.29 Edit mechanical writing errors based on grade appropriate rules and features of grammar
a. Skill at beginning of year is negligible or nonexistent.
b. Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.30 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
a. Skill at beginning of year is negligible or nonexistent.
b. Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.31 Write a brief descriptive paragraph with a topic sentence and one or two supporting details.
a. Skill at beginning of year is negligible or nonexistent.
b. Progresses according to exposure in class to literature and writing materials, prior experiences

Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers and Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

Algebra

- a. Patterns
- b. Sorting
- c. Geometry
- d. Shapes
- e. Positions & Directions

Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

High Beginner:

Listening

1.L.1 Understand the purpose for listening, and demonstrates understanding of language functions (e.g., greetings, requests, offers of help, apologies).

1.L.2 Listen attentively to the speaker for specific information.

1.L.3 Listen attentively to the speaker for specific information and uses appropriate listening skills.

1.L.4 Recognize the difference between formal and informal language.

1.L.5 Understand and follows simple directions.

1.L.6 Understand oral language to make predictions about oral reading

1.L.7 Demonstrate understanding of everyday vocabulary, including singular and plural regular and irregular nouns and action verbs

1.L.8 Demonstrate understanding of comparative and superlative adjectives, both regular and irregular

1.L.9 Demonstrate understanding of spatial prepositions

1.L.10 Recognize simple statements (SVO, SV, past, present, or future) made of words that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle, or who rode a bike yesterday or who will ride a bike tomorrow)

1.L.11 Identify the main idea of a narrative.

Speaking

1.S.1 Demonstrate correct behavior for conversation.

1.S.2 Uses oral language to communicate effectively in age appropriate situations.

1.S.3 Expand oral language by Identifying and using basic nouns appropriately for grade level in vocabulary instruction and experiences

1.S.4 Speak appropriately in grade level conversations.

1.S.5 Give grade appropriate personal information.

1.S.6 Use past tense regular verbs with -ed endings appropriately with simple subjects.

1.S.7 Use the correct form of common grade level auxiliary verbs.

1.S.8 Use grade level vocabulary appropriately.

1.S.9 Use correct intonation when asking questions and in conversation.

1.S.10 Read grade- level material orally with accuracy and confidence using appropriate pacing, intonation, and expression.

1.S.11 Identify and use grade-level contractions.

1.S.12 Use spatial prepositions to give the positions of objects.

1.S.13 Student is able to tell a story using pictures.

1.S.14 Communicate personal preferences and opinions and gives reasons to support them.

1.S.15 Explain basic steps involved in completing a short grade-appropriate activity

Reading

1.R.1 Identify parts of books (e.g., the front cover, back cover, title page, author of a book or reading selection and illustrator).

1.R.2 Identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line; Identify letters, printed words, and printed sentences

1.R.3 Recognize and name all uppercase and lowercase letters of the alphabet.

1.R.4 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).

1.R.5 Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).

1.R.6 Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh), vowel digraphs (ea, oa, oo) and diphthongs (oi, ow).

1.R.7 Orally blend words that have three or more phonemes from grade-appropriate vocabulary words

1.R.8 Orally segment single-syllable words

1.R.9 Identify pairs of single-syllable words that rhyme,

1.R.10 Identify high-frequency sight words

1.R.11 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words from grade-appropriate vocabulary words (e.g., sound out: for, far, fir, fur, her).

1.R.12 Sound out and blend words that have three or more phonemes

1.R.13 Sound out and blend three- and four-phoneme "nonsense" words, analogous to real words from grade-appropriate vocabulary words (e.g., given the written non-word "stom," students say the sounds in order and blend them to speak /stöm/).

1.R.14 Read aloud short sentences made up of words from the Sight Words List and regular words from grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.")

1.R.15 Read aloud short sentences that are statements, questions, and exclamations, made up of sight words, and grade-appropriate vocabulary words with natural intonation (e.g., rising pitch at ends of questions).

1.R.16 Read aloud short passages made up of words from the sight words and grade-appropriate vocabulary words and regular words, at a rate of 100 words per minute, with no errors.

1.R.17 Identify antonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).

1.R.18 Identify synonyms of grade-level words

1.R.19 Show knowledge that common prefixes such as “un-”, “non-“ and “dis-“ are added to specific adjectives to change them to their opposites (e.g., happy – unhappy; agree – disagree; sense – nonsense).

1.R.20 Show knowledge of the relationships between adjectives and related adverb forms that end in “-ly” (e.g., careless – carelessly; polite – politely; angry – angrily; correct – correctly).

1.R.21 Determine the meaning of familiar vocabulary words that have multiple meanings (e.g., run a race, run for office).

1.R.22 Determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).

1.R.23 Determine the meaning of above-grade level vocabulary that is unfamiliar and/or demanding by using context clues (e.g., explicit definition of terms, paraphrase, synonyms, and repetition of key ideas).

1.R.24 Determine the answer to a literal question regarding the meaning of a passage written with words from the sight word lists and grade-appropriate vocabulary words

Writing

1.W.1 Write dictated letters in upper- and lower-case.

1.W.2 Write a letter that usually is used to represent a sound (e.g. “M”, “T” “D”,

1.W.3 Write dictated words and simple sentences.

1.W.4 Write the correct form of appropriate regular verbs

1.W.5 Write the correct form of appropriate irregular verbs.

1.W.6 Write. The correct form of common verb/preposition phrases, i.e. care about, going on, talk about, wait for, come from, look at,

1.W.7 Write the correct form of irregular count plurals (e.g., child/children).

1.W.8 Write indefinite articles “a” and “an” correctly with count nouns

1.W.9 Write the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.

1.W.10 Write demonstrative pronouns appropriately (e.g., “These are apples”).

1.W.11 Write interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).

1.W.12 Write common regular and irregular comparative and superlative forms of adjectives (e.g., big, bigger, biggest, strong, stronger, strongest)

1.W.13 Write possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”, our, ours)

1.W.14 Write high-frequency words that are phonemically regular or that have common orthographic patterns (e.g., phonemically regular: sounds /mm/ /ă/ /nn/ spelled m-a-n

1.W.15 Spell high-frequency words that are largely irregular,

1.W.16 Spell common contractions (i.e. I’ll, can’t, don’t, won’t)

1.W.17 Spell words that involve these rules for conjoining morphemes: Dropping a final “e” and adding –s or –es

1.W.18 Use periods at the ends of sentences.

1.W.19 Use question marks at the ends of questions.

1.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).

1.W.21 Use commas after introductory “yes” or “no.”

1.W.22 Capitalize the first word in a sentence.

1.W.23 Capitalize first and last names.

1.W.24 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).

1.W.25 Capitalize days of the week and months of the year.

1.W.26 Capitalize names of familiar books.

1.W.27 Capitalize all salutations and closings.

1.W.28 Capitalize street names.

1.W.29 Edit mechanical writing errors based on grade appropriate rules and features of grammar

1.W.30 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

1.W.31 Write a brief descriptive paragraph with a topic sentence and one or two supporting details.

Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Listening Accomplishments

- 1.L.1 Understand the purpose for listening, and demonstrates understanding of language functions (e.g., greetings, requests, offers of help, apologies).
 - a. Understand the purpose of listening to understand teacher's directions and classroom and school rules;
 - b. Begins to understand the purpose of listening to enjoy and to learn (for example, enjoying the rhyme from rhyming books such as Mother Goose and Dr. Seuss books)
- 1.L.2 Listen attentively to the speaker for specific information.
 - a. Understand simple apologies
- 1.L.3 Listen attentively to the speaker for specific information and uses appropriate listening skills.
 - a. Raises hand in response to questions, and respond to simple questions with one word answers
- 1.L.4 Recognize the difference between formal and informal language.
 - a. Recognize simple inappropriate language (such as ain't)
- 1.L.5 Understand and follows simple directions.
 - a. Understand basic classroom directions (e.g., come here, sit down, open your book).
- 1.L.6 Understand oral language to make predictions about oral reading
 - a. Rely on language prompts and context clues to understand oral reading
- 1.L.7 Demonstrate understanding of everyday vocabulary, including singular and plural regular and irregular nouns and action verbs
 - a. Sometimes understand everyday vocabulary, including singular and plural regular and irregular nouns, i.e. child, children,
- 1.L.8 Demonstrate understanding of comparative and superlative adjectives, both regular and irregular
 - a. Be introduced to concept of comparative and superlative adjectives, i.e. small, smaller, tall, taller, short, shorter
- 1.L.9 Demonstrate understanding of spatial prepositions
 - a. Expanded to include spatial prepositions at, around, above,

1.L.10 Recognize simple statements (SVO, SV, past, present, or future) made of words that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle, or who rode a bike yesterday or who will ride a bike tomorrow)

a. Recognize simple statements (SVO, SV, made of words that are accurate descriptions of pictures (e.g., point to the picture that shows a girl who has a bike)

1.L.11 Identify the main idea of a narrative.

a. Begin to identify the main idea of a narrative.

Speaking Accomplishments

1.S.1 Demonstrate correct behavior for conversation.

a. Raises hand to respond to simple questions

1.S.2 Uses oral language to communicate effectively in age appropriate situations. A.
Begin to communicate using two or more words to indicate needs and wants

1.S.3 Expand oral language by identifying and using basic nouns appropriately for grade level in vocabulary instruction and experiences

a. Begin to expand oral language and use basic nouns appropriately for grade level in vocabulary instruction and experience.

1.S.4 Speak appropriately in grade level conversations.

a. Builds receptive vocabulary through daily calendar activities and music.

b. Begins to imitate words without understanding their meaning.

1.S.5 Give grade appropriate personal information.

a. State grade level, school name and principal's name.

1.S.6 Use past tense regular verbs with -ed endings appropriately with simple subjects.

a. Is able to use past tense regular verbs with -ed endings in simple phrases or sentences.

1.S.7 Use the correct form of common grade level auxiliary verbs.

a. Skill is negligible or nonexistent.

b. Builds receptive vocabulary through daily calendar activities and music.

c. Begins to imitate words without understanding their meaning.

1.S.8 Use grade level vocabulary appropriately.

a. Skill is negligible or nonexistent.

b. Builds receptive vocabulary through daily calendar activities and music.

c. Begins to imitate words without understanding their meaning.

1.S.9 Use correct intonation when asking questions and in conversation.

- a. Attempt to imitate rising intonation when asking yes/no questions and simple conversations.
- 1.S.10 Read grade- level material orally with accuracy and confidence using appropriate pacing, intonation, and expression.
- a. Apply long and short vowel rules when decoding.
 - b. Use knowledge of letter-sound correspondence and meaning of parts of words such as affixes, roots, compounds and contractions to decode grade appropriate words.
 - c. Shows awareness of syllables by clapping or counting.
 - d. Matches oral words to written words.
 - e. Identifies rhyming words.
- 1.S.11 Identify and use grade-level contractions.
- a. Skill is negligible or nonexistent.
 - b. Builds receptive vocabulary through daily calendar activities and music.
 - c. Begins to imitate words without understanding their meaning.
- 1.S.12 Use spatial prepositions to give the positions of objects.
- a. Skill is negligible or nonexistent.
 - b. Builds receptive vocabulary through daily calendar activities and music.
 - c. Begins to imitate words without understanding their meaning.
 - d. Begins to use spatial prepositions "on", "in", "at"
- 1.S.13 Student is able to tell a story using pictures.
- a. Skill is negligible or nonexistent.
 - b. Builds receptive vocabulary through daily calendar activities and music.
 - c. Begins to imitate words without understanding their meaning.
 - d. Begins to point to and identify simple nouns in pictures
- 1.S.14 Communicate personal preferences and opinions and gives reasons to support them.
- a. Skill is negligible or nonexistent.
 - b. Builds receptive vocabulary through daily calendar activities and music.
 - c. Begins to imitate words without understanding their meaning.
 - d. Begins to point to personal preferences using pictures.
 - e. Can tell why an item is preferred in one or two words
- 1.S.15 Explain basic steps involved in completing a short grade-appropriate activity
- a. Can begin to tell how to do the activity using one or two words.

Reading Accomplishments

- 1.R.1 Identify parts of books (e.g., the front cover, back cover, title page, author of a book or reading selection and illustrator).
- a. Identify components of books (e.g., the front cover, back cover, title page)

1.R.2 Identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line; Identify letters, printed words, and printed sentences

- a. Identify the direction to move within a word and across the lines of a text (e.g., sounding out basic words left-to-right), letters and words

1.R.3 Recognize and name all uppercase and lowercase letters of the alphabet.

- a. Recognize and name all uppercase and lowercase letters of the alphabet.

1.R.4 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).

- a. Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).

1.R.5 Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).

- a. Begins to distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).

1.R.6 Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh), vowel digraphs (ea, oa, oo) and diphthongs (oi, ow).

- a. Begins to identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, wh, sh, ch)

1.R.7 Orally blend words that have three or more phonemes from grade-appropriate vocabulary words

- a. Begins to orally blend words that have two phonemes from grade-appropriate vocabulary words

1.R.8 Orally segment single-syllable words

- a. Begins to orally segment single syllable words , i.e. "c-a-t" is k/a/t = cat; "d/o/g" = dog

1.R.9 Identify pairs of single-syllable words that rhyme

- a. Identify pairs of single-syllable words that rhyme

1.R.10 Identify high-frequency sight words

- a. Identify high-frequency sight words

1.R.11 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words from grade-appropriate vocabulary words (e.g., sound out: for, far, fir, fur, her).

- a. Skill is negligible or nonexistent.
- b. Begins to build concept through direct teacher instruction and modeling.
- c. Expands exposure to various types of print, following teacher lead.

1.R.12 Sound out and blend words that have three or more phonemes

- a. Skill is negligible or nonexistent.

- b. Begins to build concept through direct teacher instruction and modeling.
- c. Expands exposure to various types of print, following teacher lead.

1.R.13 Sound out and blend three- and four-phoneme "nonsense" words, analogous to real words from grade-appropriate vocabulary words (e.g., given the written non-word "stom," students say the sounds in order and blend them to speak /stöm/).

- a. Skill is negligible or nonexistent.
- b. Begins to build concept through direct teacher instruction and modeling.
- c. Expands exposure to various types of print, following teacher lead.

1.R.14 Read aloud short sentences made up of words from the Sight Words List and regular words from grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.")

- a. Skill is negligible or nonexistent.
- b. Begins to build concept through direct teacher instruction and modeling.
- c. Expands exposure to various types of print, following teacher lead.

1.R.15 Read aloud short sentences that are statements, questions, and exclamations, made up of sight words, and grade-appropriate vocabulary words with natural intonation (e.g., rising pitch at ends of questions).

- a. Skill is negligible or nonexistent.
- b. Begins to build concept through direct teacher instruction and modeling.
- c. Expands exposure to various types of print, following teacher lead.

1.R.16 Read aloud short passages made up of words from the sight words and grade-appropriate vocabulary words and regular words, at a rate of 100 words per minute, with no errors.

- a. Skill is negligible or nonexistent.
- b. Begins to build concept through direct teacher instruction and modeling.
- c. Expands exposure to various types of print, following teacher lead.

1.R.17 Identify antonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).

- a. Begin to identify antonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).

1.R.18 Identify synonyms of grade-level words

- a. Begin to identify synonyms of grade-level words, i.e. small, little, tiny;

1.R. 19 Show knowledge that common prefixes such as "un-", "non-" and "dis-" are added to specific adjectives to change them to their opposites (e.g., happy – unhappy; agree – disagree; sense – nonsense).

- a. Skill is negligible or nonexistent.
- b. Begins to build concept through direct teacher instruction and modeling.
- c. Expands exposure to various types of print, following teacher lead.

1.R.20 Show knowledge of the relationships between adjectives and related adverb forms that end in “-ly” (e.g., careless – carelessly; polite – politely; angry – angrily; correct – correctly).

- a. Skill is negligible or nonexistent.
- b. Begins to build concept through direct teacher instruction and modeling.
- c. Expands exposure to various types of print, following teacher lead.

1.R.21 Determine the meaning of familiar vocabulary words that have multiple meanings (e.g., run a race, run for office).

- a. Skill is negligible or nonexistent.
- b. Begins to build concept through direct teacher instruction and modeling.
- c. Expands exposure to various types of print, following teacher lead.

1.R.22 Determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).

- a. Skill is negligible or nonexistent.
- b. Begins to build concept through direct teacher instruction and modeling.
- c. Expands exposure to various types of print, following teacher lead.

1.R.23 Determine the meaning of above-grade level vocabulary that is unfamiliar and/or demanding by using context clues (e.g., explicit definition of terms, paraphrase, synonyms, and repetition of key ideas).

- a. Skill is negligible or nonexistent.
- b. Begins to build concept through direct teacher instruction and modeling.
- c. Expands exposure to various types of print, following teacher lead.

1.R.24 Determine the answer to a literal question regarding the meaning of a passage written with words from the sight word lists and grade-appropriate vocabulary words

- a. Skill is negligible or nonexistent.
- b. Begins to build concept through direct teacher instruction and modeling.
- c. Expands exposure to various types of print, following teacher lead.

Writing Accomplishments

1.W.1 Write dictated letters in upper- and lower-case.

- a. Master letter names and sounds, and write dictated letters in upper and lower case

1.W.2 Write a letter that usually is used to represent a sound (e.g. “M”, “T” “D”,

- a. Write top to bottom, left to right when copying.
- b. Write own name using capital and lowercase letters.
- c. Use invented spelling to write familiar words

1.W.3 Write dictated words and simple sentences.

- a. Begin to write simple sentences that may include inconsistent use of capitalization, punctuation, and spelling.

1.W.4 Write the correct form of appropriate regular verbs

- a. Skill at beginning of year is negligible or nonexistent.
 - b. Progresses according to exposure in class, prior experience with writing materials, and small muscle development.
- 1.W.5 Write the correct form of appropriate irregular verbs.
- a. Skill at beginning of year is negligible or nonexistent.
 - b. Progresses according to exposure in class, prior experience with writing materials
- 1.W.6 Write the correct form of common verb/preposition phrases, i.e. care about, going on, talk about, wait for, come from, look at
- a. Skill at beginning of year is negligible or nonexistent.
 - b. Progresses according to exposure in class, prior experience with writing materials.
- 1.W.7 Write the correct form of irregular count plurals (e.g., child/children).
- a. Skill at beginning of year is negligible or nonexistent.
 - b. Progresses according to exposure in class, prior experience with writing materials
- 1.W.8 Write indefinite articles “a” and “an” correctly with count nouns
- a. Skill at beginning of year is negligible or nonexistent.
 - b. Progresses according to exposure in class, prior experience with writing materials.
- 1.W.9 Write the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
- a. Skill at beginning of year is negligible or nonexistent.
 - b. Progresses according to exposure in class, prior experience with writing materials, and small muscle development.
- 1.W.10 Write demonstrative pronouns appropriately (e.g., “These are apples”).
- a. Skill at beginning of year is negligible or nonexistent.
 - b. Progresses according to exposure in class, prior experience with writing materials
- 1.W.11 Write interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
- a. Skill at beginning of year is negligible or nonexistent.
 - b. Progresses according to exposure in class, prior experience with writing materials
- 1.W.12 Write common regular and irregular comparative and superlative forms of adjectives (e.g., big, bigger, biggest, strong, stronger, strongest)
- a. Skill at beginning of year is negligible or nonexistent.
 - b. Progresses according to exposure in class, prior experience with writing materials
- 1.W.13 Write possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”, our, ours)
- a. Skill at beginning of year is negligible or nonexistent.
 - b. Progresses according to exposure in class, prior experience with writing materials

- 1.W.14 Write high-frequency words that are phonemically regular or that have common orthographic patterns (e.g., phonemically regular: sounds /mm/ /ă/ /nn/ spelled m-a-n a. Skill at beginning of year is negligible or nonexistent.
b. Progresses according to exposure in class, prior experience with writing materials
- 1.W.15 Spell high-frequency words that are largely irregular
a. Skill at beginning of year is negligible or nonexistent.
b. Progresses according to exposure in class, prior experience with writing materials
- 1.W.16 Spell common contractions (i.e. I'll, can't, don't, won't)
a. Skill at beginning of year is negligible or nonexistent.
b. Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.17 Spell words that involve these rules for conjoining morphemes: Dropping a final "e" and adding -s or -es
a. Skill at beginning of year is negligible or nonexistent.
b. Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.18 Use periods at the ends of sentences.
a. Skill at beginning of year is negligible or nonexistent.
b. Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.19 Use question marks at the ends of questions.
a. Skill at beginning of year is negligible or nonexistent.
b. Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).
a. Skill at beginning of year is negligible or nonexistent.
b. Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.21 Use commas after introductory "yes" or "no."
a. Skill at beginning of year is negligible or nonexistent.
b. Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.22 Capitalize the first word in a sentence.
a. Skill at beginning of year is negligible or nonexistent.
b. Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.23 Capitalize first and last names.

- a. Skill at beginning of year is negligible or nonexistent.
- b. Progresses according to exposure in class to literature and writing materials, prior experiences

1.W.24 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa). a. Skill at beginning of year is negligible or nonexistent.

- b. Progresses according to exposure in class to literature and writing materials, prior experiences

1.W.25 Capitalize days of the week and months of the year.

- a. Skill at beginning of year is negligible or nonexistent.
- b. Progresses according to exposure in class to literature and writing materials, prior experiences

1.W.26 Capitalize names of familiar books.

- a. Skill at beginning of year is negligible or nonexistent.
- b. Progresses according to exposure in class to literature and writing materials, prior experiences

1.W.27 Capitalize all salutations and closings.

- a. Skill at beginning of year is negligible or nonexistent.
- b. Progresses according to exposure in class to literature and writing materials, prior experiences

1.W.28 Capitalize street names.

- a. Skill at beginning of year is negligible or nonexistent.
- b. Progresses according to exposure in class to literature and writing materials, prior experiences

1.W.29 Edit mechanical writing errors based on grade appropriate rules and features of grammar

- a. Skill at beginning of year is negligible or nonexistent.
- b. Progresses according to exposure in class to literature and writing materials, prior experiences

1.W.30 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

- a. Skill at beginning of year is negligible or nonexistent.
- b. Progresses according to exposure in class to literature and writing materials, prior experiences

1.W.31 Write a brief descriptive paragraph with a topic sentence and one or two supporting details.

- a. Skill at beginning of year is negligible or nonexistent.
- b. Progresses according to exposure in class to literature and writing materials, prior experiences

Mathematics Accomplishment

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers & Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

Algebra

- a. Patterns
- b. Sorting
- c. Geometry
- d. Shapes
- e. Positions & Directions

Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

Intermediate:

Listening

1.L.1 Understand the purpose for listening, and demonstrates understanding of language functions (e.g., greetings, requests, offers of help, apologies).

1.L.2 Listen attentively to the speaker for specific information.

1.L.3 Listen attentively to the speaker for specific information and uses appropriate listening skills.

1.L.4 Recognize the difference between formal and informal language.

1.L.5 Understand and follows simple directions.

- 1.L.6 Understand oral language to make predictions about oral reading
- 1.L.7 Demonstrate understanding of everyday vocabulary, including singular and plural regular and irregular nouns and action verbs
- 1.L.8 Demonstrate understanding of comparative and superlative adjectives, both regular and irregular
- 1.L.9 Demonstrate understanding of spatial prepositions
- 1.L.10 Recognize simple statements (SVO, SV, past, present, or future) made of words that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle, or who rode a bike yesterday or who will ride a bike tomorrow)
- 1.L.11 Identify the main idea of a narrative.

Speaking

- 1.S.1 Demonstrate correct behavior for conversation.
- 1.S.2 Uses oral language to communicate effectively in age appropriate situations.
- 1.S.3 Expand oral language by identifying and using basic nouns appropriately for grade level in vocabulary instruction and experiences
- 1.S.4 Speak appropriately in grade level conversations.
- 1.S.5 Give grade appropriate personal information.
- 1.S.6 Use past tense regular verbs with -ed endings appropriately with simple subjects.
- 1.S.7 Use the correct form of common grade level auxiliary verbs.
- 1.S.8 Use grade level vocabulary appropriately.
- 1.S.9 Use correct intonation when asking questions and in conversation.
- 1.S.10 Read grade- level material orally with accuracy and confidence using appropriate pacing, intonation, and expression.
- 1.S.11 Identify and use grade-level contractions.
- 1.S.12 Use spatial prepositions to give the positions of objects.
- 1.S.13 Student is able to tell a story using pictures.
- 1.S.14 Communicate personal preferences and opinions and gives reasons to support them.

1.S.15 Explain basic steps involved in completing a short grade-appropriate activity

Reading

1.R.1 Identify parts of books (e.g., the front cover, back cover, title page, author of a book or reading selection and illustrator).

1.R.2 Identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line; Identify letters, printed words, and printed sentences

1.R.3 Recognize and name all uppercase and lowercase letters of the alphabet.

1.R.4 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).

1.R.5 Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).

1.R.6 Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh), vowel digraphs (ea, oa, oo) and diphthongs (oi, ow).

1.R.7 Orally blend words that have three or more phonemes from grade-appropriate vocabulary words

1.R.8 Orally segment single-syllable words

1.R.9 Identify pairs of single-syllable words that rhyme,

1.R.10 Identify high-frequency sight words

1. R.11 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words from grade-appropriate vocabulary words (e.g., sound out: for, far, fir, fur, her).

1.R.12 Sound out and blend words that have three or more phonemes

1.R.13 Sound out and blend three- and four-phoneme "nonsense" words, analogous to real words from grade-appropriate vocabulary words (e.g., given the written non-word "stom," students say the sounds in order and blend them to speak /stöm/).

1.R.14 Read aloud short sentences made up of words from the Sight Words List and regular words from grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.")

1.R.15 Read aloud short sentences that are statements, questions, and exclamations, made up of sight words, and grade-appropriate vocabulary words with natural intonation (e.g., rising pitch at ends of questions).

1.R.16 Read aloud short passages made up of words from the sight words and grade-appropriate vocabulary words and regular words, at a rate of 100 words per minute, with no errors.

1.R. 7 Identify antonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).

1.R.18 Identify synonyms of grade-level words

1.R.19 Show knowledge that common prefixes such as “un-”, “non-“ and “dis-“ are added to specific adjectives to change them to their opposites (e.g., happy – unhappy; agree – disagree; sense – nonsense).

1.R.20 Show knowledge of the relationships between adjectives and related adverb forms that end in “-ly” (e.g., careless – carelessly; polite –politely; angry – angrily; correct – correctly).

1.R.21 Determine the meaning of familiar vocabulary words that have multiple meanings (e.g., run a race, run for office).

1.R.22 Determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).

1.R.23 Determine the meaning of above-grade level vocabulary that is unfamiliar and/or demanding by using context clues (e.g., explicit definition of terms, paraphrase, synonyms, and repetition of key ideas).

1.R.24 Determine the answer to a literal question regarding the meaning of a passage written with words from the sight word lists and grade-appropriate vocabulary words

Writing

1.W.1 Write dictated letters in upper- and lower-case.

1.W.2 Write a letter that usually is used to represent a sound (e.g. “M”, “T” “D”,

1.W.3 Write dictated words and simple sentences.

1.W.4 Write the correct form of appropriate regular verbs

1.W.5 Write the correct form of appropriate irregular verbs.

1.W.6 Write the correct form of common verb/preposition phrases, i.e. care about, going on, talk about, wait for, come from, look at,

- 1.W.7 Write the correct form of irregular count plurals (e.g., child/children).
- 1.W.8 Write indefinite articles “a” and “an” correctly with count nouns
- 1.W.9 Write the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
- 1.W.10 Write demonstrative pronouns appropriately (e.g., “These are apples”).
- 1.W.11 Write interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
- 1.W.12 Write common regular and irregular comparative and superlative forms of adjectives (e.g., big, bigger, biggest, strong, stronger, strongest)
- 1.W.13 Write possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”, our, ours)
- 1.W.14 Write high-frequency words that are phonemically regular or that have common orthographic patterns (e.g., phonemically regular: sounds /mm/ /ă/ /nn/ spelled m-a-n
- 1.W.15 Spell high-frequency words that are largely irregular,
- 1.W.16 Spell common contractions (i.e. I’ll, can’t, don’t, won’t)
- 1.W.17 Spell words that involve these rules for conjoining morphemes: Dropping a final “e” and adding –s or –es
- 1.W.18 Use periods at the ends of sentences.
- 1.W.19 Use question marks at the ends of questions.
- 1.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- 1.W.21 Use commas after introductory “yes” or “no.”
- 1.W.22 Capitalize the first word in a sentence.
- 1.W.23 Capitalize first and last names.
- 1.W.24 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
- 1.W.25 Capitalize days of the week and months of the year.
- 1.W.26 Capitalize names of familiar books.

1.W.27 Capitalize all salutations and closings.

1.W.28 Capitalize street names.

1.W.29 Edit mechanical writing errors based on grade appropriate rules and features of grammar

1.W.30 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

1.W.31 Write a brief descriptive paragraph with a topic sentence and one or two supporting details.

Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Listening Accomplishments

1.L.1 Understand the purpose for listening, and demonstrates understanding of language functions (e.g., greetings, requests, offers of help, apologies).

a. Demonstrate ability to obtain information pertinent to the hallway, playground, library, and lunchroom as well as basic classroom instruction and activities and directions for testing and completing class activities such as worksheets; listening to retell stories

1.L.2 Listen attentively to the speaker for specific information.

a. Understand simple explanations

1.L.3 Listen attentively to the speaker for specific information and uses appropriate listening skills.

a. Raises hand in response to questions

1.L.4 Recognize the difference between formal and informal language.

a. Recognize inappropriate words and phrases that should not be used in school (such as shut up)

1.L.5 Understand and follows simple directions.

a. Understand basic classroom directions (e.g., come here, sit down, open your book).

1.L.6 Understand oral language to make predictions about oral reading

a. Understand oral discussions which aid in making predictions about oral reading

1.L.7 Demonstrate understanding of everyday vocabulary, including singular and plural regular and irregular nouns and action verbs

- a. Frequently demonstrate understanding of everyday vocabulary, including singular and plural regular and irregular nouns and action verbs, i.e. child, children,

1.L.8 Demonstrate understanding of comparative and superlative adjectives, both regular and irregular

- a. Demonstrate understanding of comparative and superlative adjectives, i.e. small, smaller, smallest; tall, taller, tallest,

1.L.9 Demonstrate understanding of spatial prepositions

- a. Demonstrates understanding of spatial prepositions between, beside, below, beneath

1.L.10 Recognize simple statements (SVO, SV, past, present, or future) made of words that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle, or who rode a bike yesterday or who will ride a bike tomorrow)

- a. Recognize simple statements (SVO, SV, past, present, or future) made of words that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle).

1.L.11 Identify the main idea of a narrative.

- a. Identify the main idea of a narrative.

Speaking Accomplishments

1.S.1 Demonstrate correct behavior for conversation.

- a. Begin to give short answers to questions.

1.S.2 Uses oral language to communicate effectively in age appropriate situations. a.
Communicate using a simple sentence to ask permission.

1.S.3 Expand oral language by identifying and using basic nouns appropriately for grade level in vocabulary instruction and experiences

- a. Sometime use oral language by identifying and using basic nouns appropriately for grade level in vocabulary and experience.

1.S.4 Speak appropriately in grade level conversations.

- a. Speak simple sentences at a normal rate with normal intonation.

1.S.5 Give grade appropriate personal information.

- a. State address, including street number and name, city and state.

1.S.6 Use past tense regular verbs with -ed endings appropriately with simple subjects.

- a. Is able to use past tense regular verbs with -ed endings in simple phrases or sentences.

- 1.S.7 Use the correct form of common grade level auxiliary verbs.
 - a. Begins to use the correct form of the auxiliary: could, would, should + base form of verbs
- 1.S.8 Use grade level vocabulary appropriately.
 - a. Intelligibly identifies and pronounces 150 basic vocabulary words.
- 1.S.9 Use correct intonation when asking questions and in conversation.
 - a. Use rising intonation when asking yes/no questions and in basic conversation.
- 1.S.10 Read grade- level material orally with accuracy and confidence using appropriate pacing, intonation, and expression.
 - a. Begins to decode unknown words automatically using decoding strategies such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts such as in word families, blends, and digraphs. b. Begins to read and explain drawings, personal stories and own writings.
- 1.S.11 Identify and use grade-level contractions.
 - a. Begin to use contractions made with "am", "is" and "has," "have" to make a statement.
- 1.S.12 Use spatial prepositions to give the positions of objects.
 - a. Demonstrate the ability to use the spatial preposition over and under.
- 1.S.13 Student is able to tell a story using pictures.
 - a. Can identify simple nouns and verbs demonstrated in pictures.
- 1.S.14 Communicate personal preferences and opinions and gives reasons to support them.
 - a. Can tell why an item is preferred using a simple sentence.
- 1.S.16 Explain basic steps involved in completing a short grade-appropriate activity
 - a. Can tell how to do the activity using basic nouns and verbs.

Reading Accomplishments

- 1.R.1 Identify parts of books (e.g., the front cover, back cover, title page, author of a book or reading selection and illustrator).
 - a. Identify components of books (e.g., the front cover, back cover, title page, and author of a book or reading selection).
- 1.R.2 Identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line; Identify letters, printed words, and printed sentences
 - a. Identify the direction to move within a word and across the lines of a text (e.g., sounding out left-to-right and reading phrases) letters, words, and sentences

- 1.R.3 Recognize and name all uppercase and lowercase letters of the alphabet.
- Recognize and name all uppercase and lowercase letters of the alphabet.
- 1.R.4 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- 1.R.5 Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
- Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
- 1.R.6 Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh), vowel digraphs (ea, oa, oo) and diphthongs (oi, ow).
- Begins to identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, wh, sh, ch), vowel digraphs (ea, oa, oo)
- 1.R.7 Orally blend words that have three or more phonemes from grade-appropriate vocabulary words
- Orally blend words that have three phonemes from grade-appropriate vocabulary words with frequent teacher correction
- 1.R.8 Orally segment single-syllable words
- Continue to orally segment greater numbers of single syllable words with teacher led instruction
- 1.R.9 Identify pairs of single-syllable words that rhyme
- Identify pairs of single-syllable words that rhyme
- 1.R.10 Identify high-frequency sight words
- Identify high-frequency sight words
- 1.R.11 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words from grade-appropriate vocabulary words (e.g., sound out: for, far, fir, fur, her).
- Begins to use knowledge of vowel digraphs and r-controlled letter-sound associations to read words from grade-appropriate vocabulary words (e.g., sound out: for, far, fir, fur, her).
- 1.R.12 Sound out and blend words that have three or more phonemes
- Begins to sound out and blend words that have three or more phonemes
- 1.R.13 Sound out and blend three- and four-phoneme "nonsense" words, analogous to real words from grade-appropriate vocabulary words (e.g., given the written non-word "stom," students say the sounds in order and blend them to speak /stöm/).

- a. Begins to sound out and blend three- and four-phoneme "nonsense" words, analogous to real words from grade-appropriate vocabulary words (e.g., given the written non-word "stom," students say the sounds in order and blend them to speak /stōm/).

1.R.14 Read aloud short sentences made up of words from the Sight Words List and regular words from grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.")

- a. Begins to read aloud short sentences made up of words from the Sight Words List and regular words from grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.") with teacher correction

1.R.15 Read aloud short sentences that are statements, questions, and exclamations, made up of sight words, and grade-appropriate vocabulary words with natural intonation (e.g., rising pitch at ends of questions).

- a. Begin to read aloud short sentences that are statements, questions, and exclamations, made up of sight words, and grade-appropriate vocabulary words with natural intonation (e.g., rising pitch at ends of questions) with teacher correction

1.R.16 Read aloud short passages made up of words from the sight words and grade-appropriate vocabulary words and regular words, at a rate of 100 words per minute, with no errors.

- a. Begins to build concept through direct teacher instruction and modeling.
- b. Expands exposure to various types of print, following teacher lead.

1.R.17 Identify antonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).

- a. Increase mastery of antonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).

1.R.18 Identify synonyms of grade-level words

- a. Increase mastery of synonyms of grade-level words

1.R.19 Show knowledge that common prefixes such as "un-", "non-" and "dis-" are added to specific adjectives to change them to their opposites (e.g., happy – unhappy; agree – disagree; sense – nonsense).

- a. Begins to understand that common prefixes such as "un-", "non-" and "dis-" are added to specific adjectives to change them to their opposites (e.g., happy – unhappy; agree – disagree; sense – nonsense).

1.R.20 Show knowledge of the relationships between adjectives and related adverb forms that end in "-ly" (e.g., careless – carelessly; polite – politely; angry – angrily; correct – correctly).

- a. Begin to understand the relationships between adjectives and related adverb forms that end in "-ly" (e.g., careless – carelessly; polite – politely; angry – angrily; correct – correctly).

1.R.21 Determine the meaning of familiar vocabulary words that have multiple meanings (e.g., run a race, run for office).

- a. Begins to determine the meaning of familiar vocabulary words that have

multiple meanings (e.g., run a race, run for office).

1.R.22 Determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).

a. Determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).

1.R.23 Determine the meaning of above-grade level vocabulary that is unfamiliar and/or demanding by using context clues (e.g., explicit definition of terms, paraphrase, synonyms, and repetition of key ideas).

a. Begins to determine the meaning of above-grade level vocabulary that is unfamiliar by using context clues during teacher lead exercises

1.R.24 Determine the answer to a literal question regarding the meaning of a passage written with words from the sight word lists and grade-appropriate vocabulary words a. Develop skill in area after classroom instruction, and teacher lead exercises

Writing Accomplishments

1.W.1 Write dictated letters in upper- and lower-case.

a. Write dictated letters in upper- and lower-case.

1.W.2 Write a letter that usually is used to represent a sound (e.g. “M”, “T” “D”,

a. Write top to bottom, left to right when copying.

b. Write own name using capital and lowercase letters.

c. Write Sight Words--apply English phonemic rules

1.W.3 Write dictated words and simple sentences.

a. Write simple sentences that may include inconsistent use of capitalization, punctuation, and spelling.

1.W.4 Write the correct form of appropriate regular verbs

a. Write the correct form of appropriate regular verbs that may include inconsistent use of capitalization, punctuation and spelling.

1.W.5 Write the correct form of appropriate irregular verbs.

a. Begins to write the correct form of appropriate irregular verbs--may involve invented spelling

1.W.6 Write the correct form of common verb/preposition phrases, i.e. care about, going on, talk about, wait for, come from, look at,

a. Begins to write the correct form of common verb/preposition phrases, i.e. care about, going on, talk about, wait for, come from, look at,--may involve invented spelling

1.W.7 Write the correct form of irregular count plurals (e.g., child/children).

- a. Begins to write the correct form of irregular count plurals (e.g., child/children)--may involve invented spelling.
- 1.W.8 Write indefinite articles “a” and “an” correctly with count nouns
 - a. Begins to use indefinite articles “a” and “an” correctly with count and non-count nouns--may involve invented spelling
- 1.W.9 Write the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
 - a. Begins to write the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives
- 1.W.10 Write demonstrative pronouns appropriately (e.g., “These are apples”).
 - a. Begins to use demonstrative pronouns appropriately (e.g., “These are apples”)--may involve invented spelling
- 1.W.11 Write interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
 - a. Begin to use interrogative pronouns (who, what) in simple questions (e.g., “What is he doing?") and (where, when), in simple questions (e.g., “Where is the book?)
- 1.W.12 Write common regular and irregular comparative and superlative forms of adjectives (e.g., big, bigger, biggest, strong, stronger, strongest)
 - a. Begins to write common regular and irregular comparative forms of adjectives (e.g., big, bigger, strong, strongest)--may involve invented spelling
- 1.W.13 Write possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”, our, ours)
 - a. Begins to write possessive adjectives and pronouns appropriately (e.g. “mine, yours”).--may involve invented spelling
- 1.W.14 Write high-frequency words that are phonemically regular or that have common orthographic patterns (e.g., phonemically regular: sounds /mm/ /ã/ /nn/ spelled m-a-n a. Begins to spell high-frequency words that have a pattern of /mm/a/nn spelled m-a-n--may involve invented spelling
- 1.W.15 Spell high-frequency words that are largely irregular
 - a. Begins to spell high-frequency words that are largely irregular--may involve invented spelling
- 1.W.16 Spell common contractions (i.e. I’ll, can’t, don’t, won’t)
 - a. Begins to spell common contractions (i.e. I’ll, can’t, don’t, won’t)--may involve invented spelling,
- 1.W.17 Spell words that involve these rules for conjoining morphemes: Dropping a final “e” and adding -s or -es

- a. Begins to spell words that involve conjoining morphemes: Dropping a final "e" and adding "s" or "es", i.e. hide, hides; catch, catches --may involve invented spelling
- 1.W.18 Use periods at the ends of sentences.
 - a. Begins to use periods at the end of sentences during dictated writing.
- 1.W.20 Use question marks at the ends of questions.
 - a. Begins to use question marks at the ends of questions.
- 1.W.21 Use exclamation marks with imperatives as appropriate (e.g., Stop!).
 - a. Begins to use exclamation marks with imperatives as appropriate (e.g. Stop!)
- 1.W.22 Use commas after introductory "yes" or "no."
 - a. Begins to use commas after introductory "yes", or "no"
- 1.W.23 Capitalize the first word in a sentence.
 - a. Begins to capitalize the first word in a sentence.
- 1.W.24 Capitalize first and last names.
 - a. Begins to capitalize first and last names.
- 1.W.25 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
 - a. Begins to capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
- 1.W.26 Capitalize days of the week and months of the year.
 - a. Begins to capitalize days of the week and months of the year.
- 1.W.27 Capitalize names of familiar books.
 - a. Begins to capitalize names of familiar books.
- 1.W.28 Capitalize all salutations and closings.
 - a. Begins to capitalize all salutations and closings
- 1.W.29 Capitalize street names.
 - a. Begins to capitalize street names.
- 1.W.30 Edit mechanical writing errors based on grade appropriate rules and features of grammar
 - a. Begins to edit mechanical writing errors based on the grade appropriate rules and features of grammar
- 1.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

- a. Begins to write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective; We are happy, She is sad, The dog is black,)--may involve invented spelling

1.W.32 Write a brief descriptive paragraph with a topic sentence and one or two supporting details.

- a. Begins to write a brief descriptive paragraph with a topic sentence, and one or two supporting details--may involve invented spelling

Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers & Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

Algebra

- a. Patterns
- b. Sorting
- c. Geometry
- d. Shapes
- e. Positions & Directions

Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

High Intermediate:

Listening

1.L.1 Understand the purpose for listening, and demonstrates understanding of language functions (e.g., greetings, requests, offers of help, apologies).

1.L.2 Listen attentively to the speaker for specific information.

1.L.3 Listen attentively to the speaker for specific information and uses appropriate listening skills.

- 1.L.4 Recognize the difference between formal and informal language.
- 1.L.5 Understand and follows simple directions.
- 1.L.6 Understand oral language to make predictions about oral reading
- 1.L.7 Demonstrate understanding of everyday vocabulary, including singular and plural regular and irregular nouns and action verbs
- 1.L.8 Demonstrate understanding of comparative and superlative adjectives, both regular and irregular
- 1.L.9 Demonstrate understanding of spatial prepositions
- 1.L.10 Recognize simple statements (SVO, SV, past, present, or future) made of words that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle, or who rode a bike yesterday or who will ride a bike tomorrow)
- 1.L.11 Identify the main idea of a narrative.

Speaking

- 1.S.1 Demonstrate correct behavior for conversation.
- 1.S.2 Uses oral language to communicate effectively in age appropriate situations.
- 1.S.3 Expand oral language by Identifying and using basic nouns appropriately for grade level in vocabulary instruction and experiences
- 1.S.4 Speak appropriately in grade level conversations.
- 1.S.5 Give grade appropriate personal information.
- 1.S.6 Use past tense regular verbs with -ed endings appropriately with simple subjects.
- 1.S.7 Use the correct form of common grade level auxiliary verbs.
- 1.S.8 Use grade level vocabulary appropriately.
- 1.S.9 Use correct intonation when asking questions and in conversation.
- 1.S.10 Read grade- level material orally with accuracy and confidence using appropriate pacing, intonation, and expression.
- 1.S.11 Identify and use grade-level contractions.
- 1.S.12 Use spatial prepositions to give the positions of objects.

- 1.S.13 Student is able to tell a story using pictures.
- 1.S.14 Communicate personal preferences and opinions and gives reasons to support them.
- 1.S.15 Explain basic steps involved in completing a short grade-appropriate activity

Reading

- 1.R.1 Identify parts of books (e.g., the front cover, back cover, title page, author of a book or reading selection and illustrator).
- 1.R.2 Identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line; Identify letters, printed words, and printed sentences
- 1.R.3 Recognize and name all uppercase and lowercase letters of the alphabet.
- 1.R.4 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- 1.R.5 Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
- 1.R.6 Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh), vowel digraphs (ea, oa, oo) and diphthongs (oi, ow).
- 1.R.7 Orally blend words that have three or more phonemes from grade-appropriate vocabulary words
- 1.R.8 Orally segment single-syllable words
- 1.R.9 Identify pairs of single-syllable words that rhyme,
- 1.R.10 Identify high-frequency sight words
- 1.R.11 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words from grade-appropriate vocabulary words (e.g., sound out: for, far, fir, fur, her).
- 1.R.12 Sound out and blend words that have three or more phonemes
- 1.R.13 Sound out and blend three- and four-phoneme "nonsense" words, analogous to real words from grade-appropriate vocabulary words (e.g., given the written non-word "stom," students say the sounds in order and blend them to speak /stŏm/).

1.R.14 Read aloud short sentences made up of words from the Sight Words List and regular words from grade-appropriate vocabulary words (e.g., read aloud, “The girl is sitting on a short chair.”)

1.R.15 Read aloud short sentences that are statements, questions, and exclamations, made up of sight words, and grade-appropriate vocabulary words with natural intonation (e.g., rising pitch at ends of questions).

1.R.16 Read aloud short passages made up of words from the sight words and grade-appropriate vocabulary words and regular words, at a rate of 100 words per minute, with no errors.

1.R. 7 Identify antonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).

1.R.18 Identify synonyms of grade-level words

1.R.19 Show knowledge that common prefixes such as “un-”, “non-“ and “dis-“ are added to specific adjectives to change them to their opposites (e.g., happy – unhappy; agree – disagree; sense – nonsense).

1.R.20 Show knowledge of the relationships between adjectives and related adverb forms that end in “-ly” (e.g., careless – carelessly; polite – politely; angry – angrily; correct – correctly).

1.R.21 Determine the meaning of familiar vocabulary words that have multiple meanings (e.g., run a race, run for office).

1.R.22 Determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).

1.R.23 Determine the meaning of above-grade level vocabulary that is unfamiliar and/or demanding by using context clues (e.g., explicit definition of terms, paraphrase, synonyms, and repetition of key ideas).

1.R.24 Determine the answer to a literal question regarding the meaning of a passage written with words from the sight word lists and grade-appropriate vocabulary words

Writing

1.W.1 Write dictated letters in upper- and lower-case.

1.W.2 Write a letter that usually is used to represent a sound (e.g. “M”, “T” “D”,

1.W.3 Write dictated words and simple sentences.

1.W.4 Write the correct form of appropriate regular verbs

- 1.W.5 Write the correct form of appropriate irregular verbs.
- 1.W.6 Write the correct form of common verb/preposition phrases, i.e. care about, going on, talk about, wait for, come from, look at,
- 1.W.7 Write the correct form of irregular count plurals (e.g., child/children).
- 1.W.8 Write indefinite articles “a” and “an” correctly with count nouns
- 1.W.9 Write the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
- 1.W.10 Write demonstrative pronouns appropriately (e.g., “These are apples”).
- 1.W.11 Write interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
- 1.W.12 Write common regular and irregular comparative and superlative forms of adjectives (e.g., big, bigger, biggest, strong, stronger, strongest)
- 1.W.13 Write possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”, our, ours)
- 1.W.14 Write high-frequency words that are phonemically regular or that have common orthographic patterns (e.g., phonemically regular: sounds /mm/ /ă/ /nn/ spelled m-a-n
- 1.W.15 Spell high-frequency words that are largely irregular,
- 1.W.16 Spell common contractions (i.e. I’ll, can’t, don’t, won’t)
- 1.W.17 Spell words that involve these rules for conjoining morphemes: Dropping a final “e” and adding –s or –es
- 1.W.18 Use periods at the ends of sentences.
- 1.W.19 Use question marks at the ends of questions.
- 1.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- 1.W.21 Use commas after introductory “yes” or “no.”
- 1.W.22 Capitalize the first word in a sentence.
- 1.W.23 Capitalize first and last names.
- 1.W.24 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).

- 1.W.25 Capitalize days of the week and months of the year.
- 1.W.26 Capitalize names of familiar books.
- 1.W.27 Capitalize all salutations and closings.
- 1.W.28 Capitalize street names.
- 1.W.29 Edit mechanical writing errors based on grade appropriate rules and features of grammar
- 1.W.30 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
- 1.W.31 Write a brief descriptive paragraph with a topic sentence and one or two supporting details.

Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Listening Accomplishments

- 1.L.1 Understand the purpose for listening, and demonstrates understanding of language functions (e.g., greetings, requests, offers of help, apologies).
- a. Demonstrate ability to obtain appropriate grade-level content-specific information, listening to enjoy literature and to make predictions about the literature
- 1.L.2 Listen attentively to the speaker for specific information.
- a. Demonstrate understanding of language functions (e.g., greetings, requests, offers of help, apologies).
- 1.L.3 Listen attentively to the speaker for specific information and uses appropriate listening skills.
- a. Understand complex Wh- questions
- 1.L.4 Recognize the difference between formal and informal language.
- a. Understand basic grade-level content English
- 1.L.5 Understand and follows simple directions.
- a. Understand more complex classroom directions (e.g., more than one command at a time)

- 1.L.6 Understand oral language to make predictions about oral reading
 - a. Recognize errors in predictions
- 1.L.7 Demonstrate understanding of everyday vocabulary, including singular and plural regular and irregular nouns and action verbs
 - a. Consistently demonstrate understanding of everyday vocabulary, including singular and plural regular and irregular nouns and action verbs,
- 1.L.8 Demonstrate understanding of comparative and superlative adjectives, both regular and irregular
 - a. Demonstrate understanding of comparative and superlative adjectives, both regular and irregular—i.e. good, better, best; bad, worse, worst.
- 1.L.9 Demonstrate understanding of spatial prepositions
 - a. Recognize and correct spatial preposition words in, on, under, at, around, above, between, below, beneath, beside
- 1.L.10 Recognize simple statements (SVO, SV, past, present, or future) made of words that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle, or who rode a bike yesterday or who will ride a bike tomorrow)
 - a. Recognize simple statements (SVO, SV, past, present, or future) made of words that are accurate descriptions of pictures (e.g., point to the picture of a girl who rode a bike).
- 1.L.11 Identify the main idea of a narrative.
 - a. Identify the main idea of a narrative.

Speaking Accomplishments

- 1.S.1 Demonstrate correct behavior for conversation.
 - a. Sometime asks and answers short , simple questions
- 1.S.2 Uses oral language to communicate effectively in age appropriate situations.
 - a. Communicate effectively using a simple sentence to make apologies
- 1.S.3 Expand oral language by identifying and using basic nouns appropriately for grade level in vocabulary instruction and experiences
 - a. Frequently use oral language by identifying and using basic nouns appropriately for grade level in vocabulary instruction and experience
- 1.S.4 Speak appropriately in grade level conversations.
 - a. Speak at a normal rate of speed with normal intonation and phrasing when attempting to discuss a grade-appropriate topic.
- 1.S.5 Give grade appropriate personal information.
 - a. State telephone number, including area code.

- 1.S.6 Use past tense regular verbs with -ed endings appropriately with simple subjects. a. Is able to use past tense regular verbs with –ed endings in simple phrases or sentences.
- 1.S.7 Use the correct form of common grade level auxiliary verbs.
a. Use the correct form of the auxiliary might, and will + base form of verbs with frequent self-correction
- 1.S.8 Use grade level vocabulary appropriately.
a. Intelligibly identifies and pronounces 250 basic vocabulary words.
- 1.S.9 Use correct intonation when asking questions and in conversation.
a. Beginning to use correct rising intonation when asking a yes/no question.
- 1.S.10 Read grade- level material orally with accuracy and confidence using appropriate pacing, intonation, and expression.
a. Read simple directions aloud and follows them.
b. Uses intonation and expression to show meaning.
c. Can recite stories and poems
d. Begins to read grade-level material with appropriate pronunciation and intonation at a grade appropriate rate of speed.
- 1.S.11 Identify and use grade-level contractions.
a. Use contractions made with “would,” “will,” and “had” to make a statement.
- 1.S.12 Use spatial prepositions to give the positions of objects.
a. Demonstrates the ability to use the spatial preposition beside, between and next to.
- 1.S.13 Student is able to tell a story using pictures.
a. Can use simple nouns verbs and adjectives by using simple sentences in pictures.
- 1.S.14 Communicate personal preferences and opinions and gives reasons to support them.
a. Can express an opinion and give a reason to support it.
- 1.S.15 Explain basic steps involved in completing a short grade-appropriate activity
a. Can tell how to complete an activity using simple sentences.

Reading Accomplishments

- 1.R.1 Identify parts of books (e.g., the front cover, back cover, title page, author of a book or reading selection and illustrator).
a. Identify components of books (e.g., the front cover, back cover, title page, author of a book or reading selection and illustrator).

1.R.2 Identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line; Identify letters, printed words, and printed sentences

- a. Identify the direction to move within a word and across the lines of a text (e.g., sounding out left-to-right and reading text left-to-right) letters, words, and sentences

1.R.3 Recognize and name all uppercase and lowercase letters of the alphabet.

- a. Recognize and name all uppercase and lowercase letters of the alphabet.

1.R.4 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).

- a. Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).

1.R.5 Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).

- a. Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).

1.R.6 Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh), vowel digraphs (ea, oa, oo) and diphthongs (oi, ow).

- a. Begins to identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh), vowel digraphs (ea, oa, oo) and diphthongs (oi, ow).

1.R.7 Orally blend words that have three or more phonemes from grade-appropriate vocabulary words

- a. Orally blend words that have three or more phonemes from grade-appropriate vocabulary words with self-correction

1.R.8 Orally segment single-syllable words

- a. Orally segment single syllable words with frequent self-correction

1.R.9 Identify pairs of single-syllable words that rhyme

- a. Identify pairs of single-syllable words that rhyme

1.R.10 Identify high-frequency sight words

- a. Identify high-frequency sight words

1.R.11 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words from grade-appropriate vocabulary words (e.g., sound out: for, far, fir, fur, her).

- a. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words from grade-appropriate vocabulary words (e.g., sound out: for, far, fir, fur, her), with frequent self-correction

- 1.R.12 Sound out and blend words that have three or more phonemes
- a. Sound out and blend words that have three or more phonemes with self-correction
- 1.R.13 Sound out and blend three- and four-phoneme "nonsense" words, analogous to real words from grade-appropriate vocabulary words (e.g., given the written non-word "stom," students say the sounds in order and blend them to speak /stŏm/).
- a. Sound out and blend three- and four-phoneme "nonsense" words, analogous to real words from grade-appropriate vocabulary words (e.g., given the written non-word "stom," students say the sounds in order and blend them to speak /stŏm/) with self-correction
- 1.R.14 Read aloud short sentences made up of words from the Sight Words List and regular words from grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.")
- a. Read aloud short sentences made up of words from the Sight Words List and regular words from grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.") with self-correction
- 1.R.15 Read aloud short sentences that are statements, questions, and exclamations, made up of sight words, and grade-appropriate vocabulary words with natural intonation (e.g., rising pitch at ends of questions).
- a. Read aloud short sentences that are statements, questions, and exclamations, made up of sight words, and grade-appropriate vocabulary words with natural intonation (e.g., rising pitch at ends of questions). With frequent self-correction
- 1.R.16 Read aloud short passages made up of words from the sight words and grade-appropriate vocabulary words and regular words, at a rate of 100 words per minute, with no errors.
- a. Read aloud short passages made up of words from the sight words and grade-appropriate vocabulary words and regular words, at a rate of 100 words per minute, with self-correction
- 1.R.17 Identify antonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).
- a. Identify antonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small)
- 1.R.18 Identify synonyms of grade-level words
- a. Identify synonyms of grade-level words
- 1.R.19 Show knowledge that common prefixes such as "un-", "non-" and "dis-" are added to specific adjectives to change them to their opposites (e.g., happy – unhappy; agree – disagree; sense – nonsense).

- a. Show knowledge that common prefixes such as “un-”, “non-“ and “dis-“ are added to specific adjectives to change them to their opposites (e.g., happy – unhappy; agree – disagree; sense – nonsense).
- 1.R.20 Show knowledge of the relationships between adjectives and related adverb forms that end in “-ly” (e.g., careless – carelessly; polite – politely; angry – angrily; correct – correctly).
- a. Show knowledge of the relationships between adjectives and related adverb forms that end in “-ly” (e.g., careless – carelessly; polite – politely; angry – angrily; correct – correctly), with frequent self-correction
- 1.R.21 Determine the meaning of familiar vocabulary words that have multiple meanings (e.g., run a race, run for office).
- a. Determine the meaning of familiar vocabulary words that have multiple meanings (e.g., run a race, run for office), with self-correction
- 1.R.22 Determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).
- a. Determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).
- 1.R.23 Determine the meaning of above-grade level vocabulary that is unfamiliar and/or demanding by using context clues (e.g., explicit definition of terms, paraphrase, synonyms, and repetition of key ideas).
- a. Determine the meaning of above-grade level vocabulary that is unfamiliar by using context clues during teacher lead exercises, and with frequent self-correction
- 1.R.24 Determine the answer to a literal question regarding the meaning of a passage written with words from the sight word lists and grade-appropriate vocabulary words
- a. Determine the answer to greater numbers of literal questions regarding the meaning of a passage written with words from the sight word lists and grade appropriate-vocabulary words

Writing Accomplishments

- 1.W.1 Write dictated letters in upper- and lower-case.
- a. Write dictated letters in upper- and lower-case.
 - b. Write letters in isolation without teacher guidance
- 1.W.2 Write a letter that usually is used to represent a sound (e.g. “M”, “T” “D”,
- a. Write top to bottom, left to right when copying.
 - b. Write own name using capital and lowercase letters.
 - c. Write Sight Words--apply English phonemic rules, without teacher guidance
- 1.W.3 Write dictated words and simple sentences.

- a. Write grade-level dictated words and sentences, with little invented spelling, and frequent self-correction
- 1.W.4 Write the correct form of appropriate regular verbs
 - a. Write the correct form of appropriate regular verbs, with little invented spelling, and frequent self-correction
- 1.W.5 Write the correct form of appropriate irregular verbs.
 - a. Write the correct form of appropriate irregular verbs, with little invented spelling and frequent self-correction
- 1.W.6 Write the correct form of common verb/preposition phrases, i.e. care about, going on, talk about, wait for, come from, look at,
 - a. Write the correct form of common verb/preposition phrases, i.e. care about, going on, talk about, wait for, come from, look at, with little invented spelling, and frequent self-correction,
- 1.W.7 Write the correct form of irregular count plurals (e.g., child/children).
 - a. Write the correct form of irregular count plurals (e.g., child/children, with little invented spelling and frequent self-correction
- 1.W.8 Write indefinite articles “a” and “an” correctly with count nouns
 - a. Write indefinite articles “a” and “an” correctly with count nouns--little invented spelling, and frequent self-correction
- 1.W.9 Write the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
 - a. Write the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives,
- 1.W.10 Write demonstrative pronouns appropriately (e.g., “These are apples”).
 - a. Write demonstrative pronouns appropriately (e.g., “These are apples”)--little invented spelling and frequent self-correction
- 1.W.11 Write interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
 - a. Write interrogative pronouns why and how in simple questions (e.g. “How do you make a sandwich?”)--may involve invented spelling, and frequent self-correction
- 1.W.12 Write common regular and irregular comparative and superlative forms of adjectives (e.g., big, bigger, biggest, strong, stronger, strongest)
 - a. Write common regular and irregular comparative and superlative forms of adjectives (e.g., biggest; strongest.--little invented spelling and frequent self-correction

1.W.13 Write possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”, our, ours)

- a. Write possessive adjectives and pronouns appropriately (e.g. our, ours) with little invented spelling and frequent self-correction

1.W.14 Write high-frequency words that are phonemically regular or that have common orthographic patterns (e.g., phonemically regular: sounds /mm/ /ă/ /nn/ spelled m-a-n a. Spell high-frequency words that are phonemically regular with greater accuracy, little invented spelling and frequent self-correction

1.W.15 Spell high-frequency words that are largely irregular,

- a. Spell high-frequency words that are largely irregular, with greater accuracy, little invented spelling, and frequent self-correction

1.W.16 Spell common contractions (i.e. I’ll, can’t, don’t, won’t)

- a. Spell common contractions (i.e. I’ll, can’t, don’t, won’t) with self-correction--with little invented spelling and frequent self-correction

1.W.17 Spell words that involve these rules for conjoining morphemes: Dropping a final “e” and adding -s or -es

- a. Spell words that involve conjoining morphemes: Dropping a final "e" and adding "s" or "es", i.e. hide, hides; catch, catches --may involve invented spelling and frequent self-correction

1.W.18 Use periods at the ends of sentences.

- a. Use periods at the ends of sentences, with frequent self-correction

1.W.19 Use question marks at the ends of questions.

- a. Use question marks at the ends of questions, with frequent self correction

1.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).

- a. Use exclamation marks with imperatives as appropriate (e.g., Stop!) with frequent self-correction

1.W.21 Use commas after introductory "yes" or "no."

- a. Use commas after introductory "yes" or "no."--with frequent self-correction

1.W.22 Capitalize the first word in a sentence.

- a. Capitalize the first word in a sentence, with frequent self-correction

1.W.23 Capitalize first and last names.

- a. Capitalize first and last names, with frequent self-correction

1.W.24 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa). a. Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and

Grandpa) with frequent self-correction

- 1.W.25 Capitalize days of the week and months of the year.
 - a. Capitalize days of the week and months of the year, with frequent self-correction
- 1.W.26 Capitalize names of familiar books.
 - a. Capitalize names of familiar books, with frequent self-correction
- 1.W.27 Capitalize all salutations and closings.
 - a. Capitalize salutations and closings--with frequent self-correction
- 1.W.28 Capitalize street names.
 - a. Capitalize street names--with frequent self-corrections
- 1.W.29 Edit mechanical writing errors based on grade appropriate rules and features of grammar
 - a. Edit mechanical writing errors based on grade appropriate rules and features of grammar--with frequent self-correction
- 1.W.30 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
 - a. Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective)--with little invented spelling, and frequent self-correction
- 1.W.31 Write a brief descriptive paragraph with a topic sentence and one or two supporting details.
 - a. Write a brief descriptive paragraph with a topic sentence and one or two supporting details--with little invented spelling and frequent self-correction

Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers & Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

Algebra

- a. Patterns
- b. Sorting
- c. Geometry
- d. Shapes
- e. Positions & Directions

Measurement

- a. Time
- b. Calendar
- c. Money

- d. Height & Weight
- e. Temperature
- f. Metric

Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

Advanced:

Listening

- 1.L.1 Understand the purpose for listening, and demonstrates understanding of language functions (e.g., greetings, requests, offers of help, apologies).
- 1.L.2 Listen attentively to the speaker for specific information.
- 1.L.3 Listen attentively to the speaker for specific information and uses appropriate listening skills.
- 1.L.4 Recognize the difference between formal and informal language.
- 1.L.5 Understand and follows simple directions.
- 1.L.6 Understand oral language to make predictions about oral reading
- 1.L.7 Demonstrate understanding of everyday vocabulary, including singular and plural regular and irregular nouns and action verbs
- 1.L.8 Demonstrate understanding of comparative and superlative adjectives, both regular and irregular
- 1.L.9 Demonstrate understanding of spatial prepositions
- 1.L.10 Recognize simple statements (SVO, SV, past, present, or future) made of words that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle, or who rode a bike yesterday or who will ride a bike tomorrow)
- 1.L.11 Identify the main idea of a narrative.

Speaking

- 1.S.1 Demonstrate correct behavior for conversation.
- 1.S.2 Uses oral language to communicate effectively in age appropriate situations.

1.S.3 Expand oral language by identifying and using basic nouns appropriately for grade level in vocabulary instruction and experiences

1.S.4 Speak appropriately in grade level conversations.

1.S.5 Give grade appropriate personal information.

1.S.6 Use past tense regular verbs with -ed endings appropriately with simple subjects.

1.S.7 Use the correct form of common grade level auxiliary verbs.

1.S.8 Use grade level vocabulary appropriately.

1.S.9 Use correct intonation when asking questions and in conversation.

1.S.10 Read grade- level material orally with accuracy and confidence using appropriate pacing, intonation, and expression.

1.S.11 Identify and use grade-level contractions.

1.S.12 Use spatial prepositions to give the positions of objects.

1.S.13 Student is able to tell a story using pictures.

1.S.14 Communicate personal preferences and opinions and gives reasons to support them.

1.S.15 Explain basic steps involved in completing a short grade-appropriate activity

Reading

1.R.1 Identify parts of books (e.g., the front cover, back cover, title page, author of a book or reading selection and illustrator).

1.R.2 Identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line; Identify letters, printed words, and printed sentences

1.R.3 Recognize and name all uppercase and lowercase letters of the alphabet.

1.R.4 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).

1.R.5 Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).

1.R.6 Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh), vowel digraphs (ea, oa, oo) and diphthongs (oi, ow).

1.R.7 Orally blend words that have three or more phonemes from grade-appropriate vocabulary words

1.R.8 Orally segment single-syllable words

1.R.9 Identify pairs of single-syllable words that rhyme,

1.R.10 Identify high-frequency sight words

1.R.11 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words from grade-appropriate vocabulary words (e.g., sound out: for, far, fir, fur, her).

1.R.12 Sound out and blend words that have three or more phonemes

1.R.13 Sound out and blend three- and four-phoneme "nonsense" words, analogous to real words from grade-appropriate vocabulary words (e.g., given the written non-word "stom," students say the sounds in order and blend them to speak /stöm/).

1.R.14 Read aloud short sentences made up of words from the Sight Words List and regular words from grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.")

1.R.15 Read aloud short sentences that are statements, questions, and exclamations, made up of sight words, and grade-appropriate vocabulary words with natural intonation (e.g., rising pitch at ends of questions).

1.R.16 Read aloud short passages made up of words from the sight words and grade-appropriate vocabulary words and regular words, at a rate of 100 words per minute, with no errors.

1.R.17 Identify antonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).

1.R.18 Identify synonyms of grade-level words

1.R.19 Show knowledge that common prefixes such as "un-", "non-" and "dis-" are added to specific adjectives to change them to their opposites (e.g., happy – unhappy; agree – disagree; sense – nonsense).

1.R.20 Show knowledge of the relationships between adjectives and related adverb forms that end in "-ly" (e.g., careless – carelessly; polite – politely; angry – angrily; correct – correctly).

1.R.21 Determine the meaning of familiar vocabulary words that have multiple meanings (e.g., run a race, run for office).

1.R.22 Determine the correct use of homographs and homophones using context clues (e.g., "Turn right, not left," "Did you get the right answer?").

1.R.23 Determine the meaning of above-grade level vocabulary that is unfamiliar and/or demanding by using context clues (e.g., explicit definition of terms, paraphrase, synonyms, and repetition of key ideas).

1.R.24 Determine the answer to a literal question regarding the meaning of a passage written with words from the sight word lists and grade-appropriate vocabulary words

Writing

1.W.1 Write dictated letters in upper- and lower-case.

1.W.2 Write a letter that usually is used to represent a sound (e.g. “M”, “T” “D”,

1.W.3 Write dictated words and simple sentences.

1.W.4 Write the correct form of appropriate regular verbs

1.W.5 Write the correct form of appropriate irregular verbs.

1.W.6 Write the correct form of common verb/preposition phrases, i.e. care about, going on, talk about, wait for, come from, look at,

1.W.7 Write the correct form of irregular count plurals (e.g., child/children).

1.W.8 Write indefinite articles “a” and “an” correctly with count nouns

1.W.9 Write the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.

1.W.10 Write demonstrative pronouns appropriately (e.g., “These are apples”).

1.W.11 Write interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).

1.W.12 Write common regular and irregular comparative and superlative forms of adjectives (e.g., big, bigger, biggest, strong, stronger, strongest)

1.W.13 Write possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”, our, ours)

1.W.14 Write high-frequency words that are phonemically regular or that have common orthographic patterns (e.g., phonemically regular: sounds /mm/ /ă/ /nn/ spelled m-a-n

1.W.15 Spell high-frequency words that are largely irregular,

1.W.16 Spell common contractions (i.e. I’ll, can’t, don’t, won’t)

- 1.W.17 Spell words that involve these rules for conjoining morphemes: Dropping a final “e” and adding –s or –es
- 1.W.18 Use periods at the ends of sentences.
- 1.W.19 Use question marks at the ends of questions.
- 1.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- 1.W.21 Use commas after introductory “yes” or “no.”
- 1.W.22 Capitalize the first word in a sentence.
- 1.W.23 Capitalize first and last names.
- 1.W.24 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
- 1.W.25 Capitalize days of the week and months of the year.
- 1.W.26 Capitalize names of familiar books.
- 1.W.27 Capitalize all salutations and closings.
- 1.W.28 Capitalize street names.
- 1.W.29 Edit mechanical writing errors based on grade appropriate rules and features of grammar
- 1.W.30 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
- 1.W.31 Write a brief descriptive paragraph with a topic sentence and one or two supporting details.

Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Listening Accomplishments

- 1.L.1 Understand the purpose for listening, and demonstrates understanding of language functions (e.g., greetings, requests, offers of help, apologies).

- a. Understand the purpose for listening and demonstrates understanding of language functions (e.g., greetings, requests, offers of help, apologies).
- 1.L.2 Listen attentively to the speaker for specific information.
 - a. Listen attentively to the speaker for specific information.
- 1.L.3 Listen attentively to the speaker for specific information and uses appropriate listening skills.
 - a. Listen attentively to the speaker for specific information and uses appropriate listening skills.
- 1.L.4 Recognize the difference between formal and informal language.
 - a. Recognize the difference between formal and informal language.
- 1.L.5 Understand and follows simple directions.
 - a. Understand and follows simple directions.
- 1.L.6 Understand oral language to make predictions about oral reading
 - a. Understand oral language to make predictions about oral reading
- 1.L.7 Demonstrate understanding of everyday vocabulary, including singular and plural regular and irregular nouns and action verbs
 - a. Demonstrate understanding of everyday vocabulary, including singular and plural regular and irregular nouns and action verbs
- 1.L.8 Demonstrate understanding of comparative and superlative adjectives, both regular and irregular
 - a. Demonstrate understanding of comparative and superlative adjectives, both regular and irregular
- 1.L.9 Demonstrate understanding of spatial prepositions
 - a. Demonstrate understanding of spatial prepositions
- 1.L.10 Recognize simple statements (SVO, SV, past, present, or future) made of words that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle, or who rode a bike yesterday or who will ride a bike tomorrow)
 - a. Recognize simple statements (SVO, SV, past, present, or future) made of words that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle, or who rode a bike yesterday or who will ride a bike tomorrow)
- 1.L.11 Identify the main idea of a narrative.
 - a. Identify the main idea of a narrative.

Speaking Accomplishment

- 1.S.1 Demonstrate correct behavior for conversation.

- a. Demonstrate correct behavior for conversation.
- 1.S.2 Uses oral language to communicate effectively in age appropriate situations.
 - a. Use oral language to communicate effectively in age appropriate situations.
- 1.S.3 Expand oral language by identifying and using basic nouns appropriately for grade level in vocabulary instruction and experiences
 - a. Expand oral language by identifying and using basic nouns appropriately for grade level in vocabulary instruction and experiences
- 1.S.4 Speak appropriately in grade level conversations.
 - a. Speak appropriately in grade level conversations.
- 1.S.5 Give grade appropriate personal information.
 - a. Give grade appropriate personal information.
- 1.S.6 Use past tense regular verbs with -ed endings appropriately with simple subjects.
 - a. Use past tense regular verbs with -ed endings appropriately with simple subjects.
- 1.S.7 Use the correct form of common grade level auxiliary verbs.
 - a. Use the correct form of common grade level auxiliary verbs.
- 1.S.8 Use grade level vocabulary appropriately.
 - a. Use grade level vocabulary appropriately.
- 1.S.9 Use correct intonation when asking questions and in conversation.
 - a. Use correct intonation when asking questions and in conversation.
- 1.S.10 Read grade- level material orally with accuracy and confidence using appropriate pacing, intonation, and expression.
 - a. Read grade- level material orally with accuracy and confidence using appropriate pacing, intonation, and expression.
- 1.S.11 Identify and use grade-level contractions.
 - a. Identify and use grade-level contractions.
- 1.S.12 Use spatial prepositions to give the positions of objects.
 - a. Use spatial prepositions to give the positions of objects.
- 1.S.13 Student is able to tell a story using pictures.
 - a. Student is able to tell a story using pictures.
- 1.S.14 Communicate personal preferences and opinions and gives reasons to support them.
 - a. Communicate personal preferences and opinions and gives reasons to support them.

- 1.S.15 Explain basic steps involved in completing a short grade-appropriate activity a.
Explain basic steps involved in completing a short grade-appropriate activity

Reading Accomplishments

- 1.R.1 Identify parts of books (e.g., the front cover, back cover, title page, author of a book or reading selection and illustrator).
a. Identify parts of books (e.g., the front cover, back cover, title page, and author of a book or reading selection and illustrator).
- 1.R. 2 Identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line; Identify letters, printed words, and printed sentences
a. Identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line, letters, words, and sentences
- 1.R.3 Recognize and name all uppercase and lowercase letters of the alphabet.
a. Recognize and name all uppercase and lowercase letters of the alphabet.
- 1.R.4 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
a. Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- 1.R.5 Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
a. Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
- 1.R.6 Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh), vowel digraphs (ea, oa, oo) and diphthongs (oi, ow).
a. Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh), vowel digraphs (ea, oa, oo) and diphthongs (oi, ow).
- 1.R.7 Orally blend words that have three or more phonemes from grade-appropriate vocabulary words
a. Orally blend words that have three or more phonemes from grade-appropriate vocabulary words
- 1.R.8 Orally segment single-syllable words
a. Orally segment single-syllable words
- 1.R.9 Identify pairs of single-syllable words that rhyme
a. Identify pairs of single-syllable words that rhyme
- 1.R.10 Identify high-frequency sight words
a. Identify high-frequency sight words

- 1.R.11 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words from grade-appropriate vocabulary words (e.g., sound out: for, far, fir, fur, her).
- Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words from grade-appropriate vocabulary words (e.g., sound out: for, far, fir, fur, her).
- 1.R.12 Sound out and blend words that have three or more phonemes
- Sound out and blend words that have three or more phonemes
- 1.R.13 Sound out and blend three- and four-phoneme "nonsense" words, analogous to real words from grade-appropriate vocabulary words (e.g., given the written non-word "stom," students say the sounds in order and blend them to speak /stŏm/).
- Sound out and blend three- and four-phoneme "nonsense" words, analogous to real words from grade-appropriate vocabulary words (e.g., given the written non-word "stom," students say the sounds in order and blend them to speak /stŏm/).
- 1.R.14 Read aloud short sentences made up of words from the Sight Words List and regular words from grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.")
- Read aloud short sentences made up of words from the Sight Words List and regular words from grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.")
- 1.R.15 Read aloud short sentences that are statements, questions, and exclamations, made up of sight words, and grade-appropriate vocabulary words with natural intonation (e.g., rising pitch at ends of questions).
- Read aloud short sentences that are statements, questions, and exclamations, made up of sight words, and grade-appropriate vocabulary words with natural intonation (e.g., rising pitch at ends of questions).
- 1.R.16 Read aloud short passages made up of words from the sight words and grade-appropriate vocabulary words and regular words, at a rate of 100 words per minute, with no errors.
- Read aloud short passages made up of words from the sight words and grade-appropriate vocabulary words and regular words, at a rate of 100 words per minute, with no errors.
- 1.R.17 Identify antonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).
- Identify antonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).
- 1.R.18 Identify synonyms of grade-level words
- Identify synonyms of grade-level words
- 1.R.19 Show knowledge that common prefixes such as "un-", "non-" and "dis-" are added to specific adjectives to change them to their opposites (e.g., happy – unhappy; agree – disagree; sense – nonsense).

- a. Show knowledge that common prefixes such as “un-”, “non-“ and “dis-“ are added to specific adjectives to change them to their opposites (e.g., happy – unhappy; agree – disagree; sense – nonsense).
- 1.R.20 Show knowledge of the relationships between adjectives and related adverb forms that end in “-ly” (e.g., careless – carelessly; polite – politely; angry – angrily; correct – correctly).
- a. Show knowledge of the relationships between adjectives and related adverb forms that end in “-ly” (e.g., careless – carelessly; polite – politely; angry – angrily; correct – correctly).
- 1.R.21 Determine the meaning of familiar vocabulary words that have multiple meanings (e.g., run a race, run for office).
- a. Determine the meaning of familiar vocabulary words that have multiple meanings (e.g., run a race, run for office).
- 1.R.22 Determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).
- a. Determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).
- 1.R.23 Determine the meaning of above-grade level vocabulary that is unfamiliar and/or demanding by using context clues (e.g., explicit definition of terms, paraphrase, synonyms, and repetition of key ideas).
- a. Determine the meaning of above-grade level vocabulary that is unfamiliar and/or demanding by using context clues (e.g., explicit definition of terms, paraphrase, synonyms, and repetition of key ideas).
- 1.R.24 Determine the answer to a literal question regarding the meaning of a passage written with words from the sight word lists and grade-appropriate vocabulary words
- a. Determine the answer to a literal question regarding the meaning of a passage written with words from the sight word lists and grade-appropriate vocabulary words.

Writing Accomplishments

- 1.W.1 Write dictated letters in upper- and lower-case.
- a. Write dictated letters in upper- and lower-case.
- 1.W.2 Write a letter that usually is used to represent a sound (e.g. “M”, “T” “D” ,
- a. Write a letter that usually is used to represent a sound (e.g. “M”, “T” “D” ,
- 1.W.3 Write dictated words and simple sentences.
- a. Write dictated words and sentences.
- 1.W.4 Write the correct form of appropriate regular verbs
- a. Write the correct form of appropriate regular verbs

- 1.W.5 Write the correct form of appropriate irregular verbs.
a. Write the correct form of appropriate irregular verbs
- 1.W.6 Write the correct form of common verb/preposition phrases, i.e. care about, going on, talk about, wait for, come from, look at
a. Write the correct form of common verb/preposition phrases, i.e. care about, going on, talk about, wait for, come from, look at
- 1.W.7 Write the correct form of irregular count plurals (e.g., child/children).
a. Write the correct form of irregular count plurals (e.g., child/children).
- 1.W.8 Write indefinite articles “a” and “an” correctly with count nouns
a. Write indefinite articles “a” and “an” correctly with count nouns
- 1.W.9 Write the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
a. Write the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
- 1.W.10 Write demonstrative pronouns appropriately (e.g., “These are apples”).
a. Write demonstrative pronouns appropriately (e.g., “These are apples”).
- 1.W.11 Write interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
a. Write interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
- 1.W.12 Write common regular and irregular comparative and superlative forms of adjectives (e.g., big, bigger, biggest, strong, stronger, strongest)
a. Write common regular and irregular comparative and superlative forms of adjectives (e.g., big, bigger, biggest, strong, stronger, strongest)
- 1.W.13 Write possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”, our, ours)
a. Write possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”, our, ours)
- 1.W.14 Write high-frequency words that are phonemically regular or that have common orthographic patterns (e.g., phonemically regular: sounds /mm/ /ă/ /nn/ spelled m-a-n a. Spell high-frequency words that are phonemically regular or that have common orthographic patterns (e.g., phonemically regular: sounds /mm/ /ă/ /nn/ spelled m-a-n
- 1.W.15 Spell high-frequency words that are largely irregular
a. Spell high-frequency words that are largely irregular

- 1.W.16 Spell common contractions (i.e. I'll, can't, don't, won't)
- a. Spell common contractions (i.e. I'll, can't, don't, won't)
- 1.W.17 Spell words that involve these rules for conjoining morphemes: Dropping a final "e" and adding -s or -es
- a. Spell words that involve these rules for conjoining morphemes: Dropping a final "e" and adding -s or -es (e.g. hide, hides; catch, catches)
- 1.W.18 Use periods at the ends of sentences.
- a. Use periods at the ends of sentences.
- 1.W.19 Use question marks at the ends of questions.
- a. Use question marks at the ends of questions.
- 1.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- a. Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- 1.W.21 Use commas after introductory "yes" or "no."
- a. Use commas after introductory "yes" or "no."
- 1.W.22 Capitalize the first word in a sentence.
- a. Capitalize the first word in a sentence.
- 1.W.23 Capitalize first and last names.
- a. Capitalize first and last names.
- 1.W.24 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa). a. Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
- 1.W.25 Capitalize days of the week and months of the year.
- a. Capitalize days of the week and months of the year.
- 1.W.26 Capitalize names of familiar books.
- a. Capitalize names of familiar books.
- 1.W.27 Capitalize all salutations and closings.
- a. Capitalize all salutations and closings.
- 1.W.28 Capitalize street names.
- a. Capitalize street names.
- 1.W.29 Edit mechanical writing errors based on grade appropriate rules and features of grammar
- a. Edit mechanical writing errors based on grade appropriate rules and features of grammar

1.W.30 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

- a. Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

1.W.33 Write a brief descriptive paragraph with a topic sentence and one or two supporting details.

- a. Write a brief descriptive paragraph with a topic sentence and one or two supporting details.

Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers & Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

Algebra

- a. Patterns
- b. Sorting
- c. Geometry
- d. Shapes
- e. Positions & Directions

Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table